University of Alberta

Stories of Teacher Educators - The Experiences of Three Teachers Who Became University Professors

by

Randolph John Wimmer

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Doctor of Education

Administration of Postsecondary Education

Department of Educational Policy Studies

Edmonton, Alberta

Fall, 2003

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Degree: Doctor of Education

Year this Degree Granted: 2003

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September 18, 2003

We live life in one direction

We understand it in the other

Sören Kierkegaard

Dedicated to my greatest teacher

Margaret Wimmer

Thank you Mom!

ABSTRACT

"William Pinar, Madeline Grumet, Richard Butt, and others advocate that biographies of educators are the best sources for understanding education" (Schubert & Ayers, 1992, Preface). In a major study concerned with the lives of teacher educators, Edward Ducharme (1993) invited researchers to focus inquiry on aspects of teacher educators' professional life and suggested that it would be of value to conduct a study at one institution. For this study, I pursued Ducharme's invitation and posed the research question: *what are the experiences of some classroom teachers who became university-based teacher educators?*

Drawing on the principles of grounded theory, I identified 10 categories common to a group of three retired education professors. These categories included: the role of professional others, early connections with the academy, drifting into academia, serendipity, comfortable transitions, positive and rewarding careers, responsive research, community mindedness, the role of personal others, and a definite view of teacher education.

From a detailed discussion of the 10 categories I concluded there is no single event or experience that led the teachers in this study to become university-based teacher educators, nor was the transition to become a university professor a deliberate choice. Instead, the career transitions of the teacher educators in this study were a result of a number of personal and professional experiences. As well, the role of others, along with personal qualities and serendipity all played major roles in the career transitions of the education professors who participated in this study.

From the findings of this study, a number of recommendations for educational theory and practice were raised including the need for educational research, specifically in educational leadership, to pay more attention to what can be learned from the experiences of educators. This study also recommended that more attention be given to recording educational history, particularly accounts of lived experience. Finally, this study recommended that while mentorship programs for beginning faculty do exist in many universities, Faculties of Education should give more support to mentorship programs designed specifically for university-based teacher educators.

ACKNOWLEDGEMENTS

Thank you Dr. José da Costa, my advisor for this study. I greatly value your kindness, advice, and most of all mentorship. Without Joe, this project simply would not have been as meaningful to me as it has been. You are an outstanding teacher educator!

Thank you to the other members of my supervisory committee, Dr. Jean Clandinin and Dr. Ken Ward for your time and expertise. Thank you also to the other members of my final examining committee, Dr. Frank Peters, Dr. Marg Iveson, and Dr. Jay P. Scribner, my external examiner.

I owe a great deal to the participants in this study. I greatly appreciate the time and honesty you gave me. I truly value what you have taught me and what you give to teacher education. The highlight of this study was listening to, and thinking about, your experiences. I thank you most sincerely.

Finally, thank you Sandy McClellan for auditing and editing this research project. I appreciate your skill, insight, and assistance with the research and writing process.

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CHAPTER 1

Stories of Teacher Educators

Saturday, September long weekend, 1983

It was pouring rain as we arrived at Lister Hall ...

I did everything I could to hold back my tears ...

And so began my journey of becoming a teacher...

For as long as I can remember, I have wanted to become a teacher. Childhood playtime on our family farm often involved my sister, brother, cousins, and sometimes even a cat (Speckles rarely sat still) and dog in our old garage which became our school house. Not out of poverty but from creativity, I used dry wall with the paper peeled away for chalk – although we did have normal chalk. The walls of the old building became chalkboards and desks were constructed from sawhorses on top of which rested leftover plywood in a variety of shapes and sizes. At the helm I stood – the teacher – I did not let others pick that role!

My early in life choice to become a teacher was challenged only in small ways by two childhood passions – gardening and architecture. Both of these still excite me greatly; gardening remains one of my major pastimes. My love of gardening weaves its way into my work in teacher education; gifts of pots filled with seeds and baskets of spring plants as tokens of thanks to teachers who have worked with student teachers became a spring tradition in Edmonton area schools.

I adapted easily to university life. Yet despite my enjoyment of the university experience, I just wanted to finish my degree in four years as prescribed in the calendar,

move back to my hometown, and start to teach. My request to student teach at my former high school was denied. I wonder now how my life might be different had I returned to my hometown to student teach.

I was surprised and thrilled to obtain summer and later part-time employment in the Office of the Registrar after my third year of University – an unanticipated move that would later seriously alter my planned journey. There, I really enjoyed working with students who were new to the experiences I had come to know and enjoy very much. I felt that I had something to offer; something to teach. For the first time ever, I thought seriously about a job other than teaching as I knew it. It felt reassuring that, as I left the University to begin my career as a teacher, I could say that someday I may return to helping university students. And so I did, well over a decade later, still calling myself a teacher and realizing my school now to be a university.

For the most part, on a professional level, I was very happy teaching in northern Alberta for the two years that I did. I received much reward from teaching. Hence, the decision to leave was, at the time, the toughest decision I had to make. It was on a personal level that I increasingly felt less satisfied with where I was. I gave notice of my resignation; a risky move that was out of character for me and family that influenced me so. I was most fortunate to secure a permanent position again with the Office of the Registrar. It felt good to be back working at a university. I did not regret that move. However, I found it difficult to not be able to call myself a teacher. How could I? I no longer taught in a classroom with school-aged students. What role could a teacher have working in the Office of the Registrar?

Today, the university community is the school I find most stimulating to work in. I have found great challenge and satisfaction in my work at a university, particularly in a Faculty of Education where I share experiences and common discourse; a place where I can still call myself a teacher.

While for many years I wanted to be a teacher, the possibility of working in higher education was not realized until my world of work was well underway. As an undergraduate, I thought only of teaching in secondary schools and only in my major of business education. Seldom did the thought of graduate work enter my goal setting. At that time, my few considerations for graduate work were only in the area of secondary business education curriculum. I thought that such a move would return me to schools as a better teacher. Looking back, I wonder what brought me to work in higher education. I speculate that the choice to work in higher education, especially teacher education, is rarely determined in childhood when people consider becoming teachers. Coming to work in higher education is possibly the result of certain experiences.

Above, I have made explicit my joy in working in higher education as a teacher. Today, I no longer hold as my backup plan the notion of returning to teach in secondary schools. Along with expressing the satisfaction I derive from working in higher education, I have raised questions about what caused me to become interested, and to work, in higher education. With wondering about what happened me, I have thought about those I work with in teacher education. Sometimes it is easy for me to see colleagues as former classroom teachers. Sometimes it is not.

I have come to question how I got to the place I am now when, for many years, I thought I would be a school teacher, possibly a principal, for my work life. From that question came an idea for a research project where I would investigate the career transitions of some education professors who were once classroom teachers. By exploring the career paths of other teachers who went on to become university-based teacher educators, I am hoping to better understand my leaving teaching to work in higher education.

I now have introduced an idea to study for my research project. Before I make explicit my research question, I shall provide a discussion of the research on the subject of the careers of education professors. A review of the literature follows.

CHAPTER 2

Review of the Literature

Using the University of Alberta Library system, I searched for subjects related to career transitions of Faculty of Education professors and teacher educators. Unlike when I searched under the subject of teacher education, it became immediately apparent that there was not a great deal of research written specifically on careers of teacher educators. Thus, I extended the search to include a body of research that dealt more generally with career transitions of educators but not necessarily in the context of higher education. Given the relatively small amount written on careers of teacher educators, and to provide another perspective, the research on career transitions did provide useful insight to the ideas I proposed for my study. What I learned from that research is presented first. The next body of literature dealt with research related specifically to my study and dealt with the work lives of university-based teacher educators and Faculty of Education professors. As indicated earlier, there is not a great deal written on this more specific body of research. However, what I learned from this research was not only very useful but directly applicable to this study. What was learned from this body of literature also provided balance and context to what I learned from the more general research on career transitions. This more specific research shall be reviewed after the general literature.

Career Transitions - General Research

The first area of the literature review will discuss research on the topic of career transitions. While not necessarily specific to the lives of teachers educators, the literature dealt with the subject of career transitions including those of teachers.

In 1992, the Canadian Federation of Teachers completed a major study dealing with the lives of teachers in Canada. Some discussion in that study dealt with teachers who left teaching either permanently or for a period of time then subsequently returned to teaching. In the study, King and Peart (1992) reported that "ten percent of new teachers leave the profession during the first three years of teaching, 39 percent had taken leave for more than a year, and another nine percent had actively sought another career during the past two years, 61 percent would choose a teaching career again" (p.44).

In discussing teacher identity and career paths, Measor (1985) suggested that there are critical incidents in teachers' lives which help shape their identities and the career choices they make in their lives as teachers. "Critical incidents have a far reaching effect upon teachers' careers and there are a number of critical phases in any biography" (p.76). More specifically, Measor described critical incidents as "key events in the individual's life, and around which pivotal decisions revolve. These events provoke the individual into selecting particular kinds of actions, they in turn lead them in particular directions, and they end up having implications for identity" (p. 61). Measor described these critical phases as falling into three categories which include: extrinsic, intrinsic, and personal. The first category of critical phases would

include events that happen in the world which affect one's career but over which one has little or no control. In her work, Measor used the example of the Second World War as an extrinsic critical phase. Intrinsic critical phases involve decisions and experiences about one's career. Measor suggested that there are a number of intrinsic critical phases that can be identified within the careers of teachers and used the following examples:

1. Choosing to enter the teaching profession;
2. The first teaching practice;
3. The first 18 months of teaching;
4. Three years after taking the first job;
5. Mid career moves and promotion;
6. Pre-retirement.

The final category of critical phases Measor described as personal and would include events and experiences that one encounters in life that have an effect on one's career. Measor listed family events, marriage, divorce, births, and deaths as events "that provoke critical phases and project an individual in a different direction" (p. 62).

Bastress storied several career transitions of teachers. In all, 21 teacher biographies were recorded. One account in particular spoke of how a teacher's experience as a beginning teacher caused her to rethink her career choice of becoming a teacher. This story helps illustrate what Measor was suggesting as an intrinsic type of critical phase. Bastress told the story of Gail Roe:

> I was really not adequately prepared (to teach). The students threw spitballs and paper airplanes ... it wasn't emphasized in student teaching... New teachers were usually given students who were down there academically so what I really loved I couldn't teach because it was all remedial. I was being totally overwhelmed by the kids. I really didn't enjoy that whole group experience. (Bastress,1984, p. 60)

Other research dealt more generally with the subject of adult career transitions and while not specific to teaching, I found some of the literature reviewed helpful in the sense that it provided a more general perspective of career change and often addressed the relationship between personal experiences and career change. Specifically, reviewing this literature was helpful as it spoke to changes in social context, the effect of personal change such as making decisions about marriage and having children, as well as the effect of the demands of raising a family and looking after aging parents. This research also addressed changes in the job market and the ever increasing need for continuous training for the new information-based work force. Finally, I found this literature helpful in that it addressed the relationship between personal characteristics and a willingness for an individual to seek or welcome career change.

Louis (1981) suggested several social trends contributed to an increase in job and profession changes. "These trends have led to a growth in the proportion of people who undertake career transitions. Transitions may result in a change of job or profession, or a change in one's orientation to work while continuing in the same job"

(p.56). There is a considerable relationship between what Measor described as critical phases and what Louis reports as social trends. Specifically, Louis (pp.55-56) provided the following as examples of social trends: increased emphasis on personal growth and fulfillment, lifestyle experimentation, individualism, re-examination of work versus family, family priorities, increased demands on all life activities, dual career families, trends toward earlier retirement, longer life span, and increased questioning of materialist and industrial expansion philosophies (for example, is more and bigger really better?). One could easily use the examples provided by Louis as illustration for Measor's categories (especially intrinsic) of critical phases.

Hall (1986) identified "a cluster of personality factors that make people more open to change. These included: flexibility, tolerance of ambiguity and change, dominance (representing an aspect of positive self-esteem or personality hardiness), and independence" (p. 249). Cembrowski (1997) reported that "it appears that working in an educational environment sets the stage for obtaining further education" (p. 51). Cembrowski commented on the role of mentorship in career transition where "the importance of the mentor as a sponsor in higher education was confirmed" (p.25). Finally, Cembrowski found that "timing played a role in the perception of a successful career transition" (p. 62).

Career Development Theory

More general than the discussion I have provided above, there is a body of literature from the field of career development that addressed issues and topics related to the careers of educators. While not directly related to the educators' careers, much

of this body of literature is helpful in studying teacher career transitions. I found research related to theories of career development to be most useful to learning more about educator careers and specifically selected the work of Samuel Osipow for two reasons. First, Osipow dealt with the subject of careers as a process of development. That is, there is recognition that careers and people change over time and that personal and professional experiences help shape the development of one's career. The second reason I chose the research of Osipow is that it dealt with the complexity of human beings and included the role of personality and personal characteristics. Osipow (1983) suggested that were five approaches to understanding career development and explicitly cautioned that "any attempt to categorize models of behavioral phenomena of any kind runs the risk of oversimplification. Nevertheless, some classification ... is a prerequisite for intelligible discussion about them" (p. 9). While Osipow recognized a certain "arbitrariness" to his identification of the five categories, he did so on the basis of making this recognition explicit in his research. Osipow described the five areas of career development theory in the following way:

> *Trait-factor theories*. This system assumes that a straightforward matching of an individual's abilities and interests with the world's vocational opportunities can be accomplished and once accomplished, solves the problems of vocational choice for the individual.
>
> *Sociology and career choice*. Other descriptive names for the position have been the reality or accident theory of vocational choice. The approach has as its central point the notion that societal circumstances beyond the control of the

individual contribute significantly to career choices and that the principal task confronting a person is the development of techniques to cope effectively with the environment.

Developmental/Self-concept theory. This approach holds as its central theses that (1) individuals develop more clearly defined self-concepts as they grow older; (2) people develop images of the occupational world which they compare with their self-image in trying to make career decisions; and (3) the adequacy of the eventual career decision is based on the similarity between an individual's self-concept and the vocational concepts of the career eventually chosen.

Vocational choice and personality theories. The general hypothesis underlying these studies is that workers select their jobs because they see potential for the satisfaction of their needs.

Behavioral approaches. These approaches reflect an interest in observing individual environmental interaction in behavioral mode. A good example of this approach is social learning theory. (pp. 9-11)

From Osipow, it becomes clear that a study of career transitions must recognize a number of considerations which include the personal as well as events happening at the social level. I was especially pleased to learn that Osipow recognized that things may happen in one's career that are beyond the control of the individual or may happen without an individual actively engaged in a decision making process. What I learned most from the work of Osipow in the area of career development is the notion of time

and that career development not only takes into account a number of perspectives but also implies that careers develop over time. From the remarks made earlier about my ideas for a study, it became likely that I would be asking about the careers of educators as experienced over a long period of time.

Role of Mentorship

There is considerable literature on the subject of mentoring as related to careers. The role of mentoring has been examined extensively in teacher education and, to a lesser extent, in the career development of teacher educators. Specific reference to the role of mentorship in the careers of teacher educators will be provided in the next section but it is worth noting here that research on the role of mentors in business is quite abundant and is included in the work of Moore and Salimbene (1981), Kram (1985), Noe (1988), Henderson and Welch (1993), and Summers-Ewing (1994). Research on the role of mentorship is applicable to a study concerning teacher career transitions as throughout one's career as an educator, there is very high involvement with people. Thus, the role that people play as mentors and colleagues would likely be a significant element in a study of teacher educators' careers. Kram (1985), Noe (1988), and Summers-Ewing (1994) pointed out that there are two types of mentors, formal and informal. Formal mentors include those in positions that have a responsibility to mentor, such as a workplace supervisor or manager. Informal mentors also provide mentoring functions but do so because they receive pleasure and reward from it. Informal mentors may include peers, colleagues, or more senior staff whose responsibilities do not include supervision. Thus, one who is being mentored

may have more than one mentor. Henderson and Welch (1993) supported this idea of multiple mentors in the workplace, including institutions of higher education workplaces. There is a link between the idea of multiple mentors in a workplace and this study. What I intended to investigate in this study was the career transitions of educators from teachers to university professors. The scope of such a study will inevitably span many years, in fact a lifetime of careers. With that in mind, the educators in this study will likely take on many roles as related to mentorship. As classroom teachers, they will be in a role of mentor whether it be formal or informal. As graduate students, the educators in this study will become mentored as will likely be the case as they begin their careers as academics. With experience as an academic, the educators in this study will again take on roles of mentors in both the formal and informal sense. Thus, with a study that spans a long period of time and involves multiple experiences with others during that time, the idea of multiple mentors in the workplace became particularly relevant.

Career Transitions Research Specific to Higher Education

Reasons for Leaving Teaching … the Move to Higher Education

Based on his sample of 34 interviewees, which were from a variety of institutions, both men and women, and at various stages of careers, Ducharme (1993) summarized seven influences that brought teachers to move to careers in higher education. The reasons included:

1. No opportunities for professional growth;
2. Isolation;
3. Lack of planning and personal time;
4. Structured nature of schooling;
5. Low autonomy;
6. Poor intellectual climate;
7. Fear of becoming boring to students.

What I find particularly striking about Ducharme's list of reasons for teachers who moved to careers in higher education is that they all appeared to involve disenchantment or the discovery of misgivings about teaching. In reflecting on his own career as a teacher and now teacher educator, Bullough recalled his own story of coming to terms with the decision to leave teaching:

> After two years, I quit. Perhaps I became overly involved in the lives of my students. I found myself engaging in a good deal of student counseling, without training, testifying in court, working with and visiting parents and parole officers and much more. The program consumed me. I had chronic headaches. Although to the end the work remained exciting, I realized I needed a change... failing to pace myself, I flickered, and burned out. I left teaching at East High School somewhat puzzled by what had happened to me but still believing that teaching was a noble profession, one that could improve the wider society. I found myself interested in social theory and in the role of the schools in society. I enrolled in a Ph.D. program. (Bullough, 1997, p. 14)

Bullough's testimony provides a real life illustration for what Ducharme listed in his reasons for leaving teaching. Bullough's story provides evidence for what he did not like about his work as a teacher; however, through his own admission, he indicated that he was "puzzled" by what was happening to him. Thus, from Bullough, one begins to think beyond the obvious and, as related to my research idea, suggests that a study concerned with educator careers ought to be left somewhat open and perhaps ask questions more generally about career experiences.

While Durcharme's findings were based on what appeared to be a reasonable sample, I found them surprising. I would have guessed that teachers consider careers in higher education for reasons other than disenchantment with their careers as teachers; reasons that parallel more closely some of what the literature says about reasons people become teachers. Other literature dealing with teacher education, and more specifically the careers of education professors, lent a more positive view of why teachers become university-based teacher educators. Such is the case when I turned to the work of Weber (1985) who, in coming to terms with the search for meaning in teacher educators' lives, dealt extensively with the lives of university-based teacher educators. Specifically, Weber investigated what it is like to be a teacher educator with a study that was a "phenomenological inquiry into the nature and meaning of teacher education as it is lived by university-based teacher educators" (p. v). Through extensive interviews, journal writing, and story, Weber concluded that "teacher education emerges as a generative mode of being, as a primary way in which teacher educators search for meaning and confirmation in their own lives" (p. v). More

specifically, Weber found that teacher educators share in the belief that they can make a difference in the lives of children through their work with future teachers. Finally, Weber suggested that teacher educators' professional life "reveals the fluctuating tensions of a dual commitment: a commitment to the learning of one's students, and a commitment to fostering professional understanding" (p. vi).

Weber's discussion dealt with the matter of coming to be a professor of education in a similar manner to what Ducharme, in his discussion about reasons to enter teaching, referred to as "chance" (Ducharme, 1993, p. 20). "For many of us, becoming a university-based teacher educator is the unexpected, the unintended, even the seemingly impossible. The offer of a position as professor of education often catches us by surprise, revealing that few of us initially look upon ourselves as possible professors" (Weber, 1985, p. 159).

At this point I asked, "what happened between the time one became a teacher and an education professor?" Weber, in part, addressed this question in her study and of interest to me, her findings aligned themselves with what I believe are some of the reasons people become teacher educators. Weber and Kotre (1984) both spoke of what Erickson (1963) termed "generativity" as being a major influence in becoming a professor of education. Erickson defined generativity as a "desire to invent one's own substance in forms of life and work that will outlive the self" (p.10). Weber and Kotre explored Erickson's notion of generativity adding that "there are two types of generativity that relate directly to teaching: (1) Technical Generativity and (2) Cultural Generativity" (pp. 13-14). In her discussion of the generativity effect on being an

education professor, Weber spoke to the related theme of making a difference in schools and the lives of unseen children.

> We are committed, not to rigid duplication of our favorite teaching methods (for that would be technical generativity only) but to making schools better. There will always be promising possibilities that we have not yet imagined. Our hope is that through our teaching, our students will be able to recognize the potential we ourselves may not see – and may not live to see. While we wish to preserve and pass on our dreams, we also wish to encourage action that, while true to these dreams, may expand or change them. In this manner we make our contribution, leaving something of ourselves behind and lighting a spark that might change the future. Like guardians of a sacred flame, we pass on in our inspired discourse the Torch of Dewey, or whomever. (pp.142-143)

From these findings, three related but independent themes emerged to include: the idea of generativity, making a difference in schools, and having an impact on the lives of unseen children. Beck (1957) made similar comments in a personal essay on the topic of what brought him to teach teachers: "One of the greatest joys of an instructor, in a teacher education institution, comes as I observe the transition of young men and women from students on a college campus to full fledged teachers. My life as a teacher of tomorrow's teachers is replete with experiences that are stimulating and rewarding. Yes, to me, teaching is really exciting. I love to teach. Teaching is my life" (pp. 8-9).

Related to the theme of making a difference in the lives of children and schools,

Ducharme suggested while the reasons the professors in his sample left teaching for reasons of disenchantment, all spoke highly of the influence of previous teaching on their university work. "Despite their misgivings about the schools and their decisions to leave, these faculty repeated and repeated how important, how invaluable their lower-school experience was ... and the experience continued to exert a powerful influence on the faculty during their careers" (p. 46). Making a difference is central to the university teaching of Cuban at Stanford University:

> As I look back on my career as a teacher/administrator and teacher/researcher, I see that it has been driven by the lure of trying to change ideas and behaviors of others. As I reflect on why I kept switching job tracks, I think it was because I was seeking different ways of helping students and adults grow, while also searching for experiences that would stretch my intellect and develop my skills in areas in which I had little initial competence. The desire for improvement, for changing individuals and institutions, is central to the future of schooling. It has been central to my career as a teacher, superintendent, and professor. So I end this series of reflections on the persistent effort to improve schooling. (Cuban, 1991, p. 102)

There are two points which link what Cuban said to my idea for a research question. First, from Cuban comes the suggestion of investigating the role of experiences in career transitions and second, doing so in a reflective manner by looking back at one's career.

Other literature suggested that professors of education developed a passion for

certain subject areas and ideas of teaching. Such passion started during one's career as a teacher and later wove its way into one's teaching of teachers. Such is the case for professor of education, Eisner. "One of the key functions of schooling is to induct the young into legacies that culture has provided and to develop their ability to think. These are my educational passions ... that provide direction and remind me about what really counts in schools" (Eisner, 1991, pp. 136).

Research investigating the lives of teacher educators spoke of making a difference in the lives of future teachers and unseen children through their pedagogical beliefs. In this literature I observed the roles of passion along with themes of hope and purpose. Weber found that her participants all stressed the need to still be with children. "Throughout the interviews, there echoes a pedagogical hope for the future of children and a deep commitment to making that future possible and all cited examples of those special moments when we suddenly remember, when we understand again why we became teachers in the first place. We see possibilities of a pedagogical relationship with children that inspires us, inviting or reconfirming our commitment to indirectly touch their lives through working with teachers" (p. 156). From his study of prominent education professors, Loughran (1997) "assembled the insights and understandings of a range of teacher educators who share a commitment to the importance of pedagogy in teacher education. They all associate pedagogy with both purpose and passion" (p. 8).

Life in Teacher Education

This section of the literature review deals with studies written specifically about experiences of being a professor of education, what Durcharme (1993) termed as "a new life" (p. 47). Here, the literature I examined dealt with some aspects of the lives of education professors who left teaching school-aged students and secured tenured work in university teacher education programs. The selection of research offered comments about what got teacher educators connected to their new work, as well as joys and frustrations of becoming professors of education.

Ducharme suggested that one of the reasons teacher educators left teaching school-aged students was due to the rigidity of school structure. In discussing the move to higher education, Ducharme found that "a new life of self-direction, of autonomy replaced the previous life of little self-management, of control by bells and schedules. Faculty did not always find the transition easy, but they generally welcomed it once they had accommodated to it" (p. 48). Ducharme found freedom and greater autonomy (in contrast to the rigidity that teachers experienced in schools) to be a recurring theme in his findings. One of his participants suggested increased self-esteem "and a sense of personal liberation it engendered" (p. 49). From his findings, Ducharme generalized that "for most of the faculty, higher education clearly meant a new and different way of living. Higher education had a mystique about it, something quite different from the public schools, something esoteric" (p. 49).

The theme of making a difference also appeared in Ducharme's work. "A combination of altruism, a sense of knowing what was right, and professional

commitment was a part of the mix of reasons and feelings accompanying some decisions to leave (teaching) and embark on a new life. The attitude of obligation, parallels some of the expressed reasons for initially entering teaching. The notion of setting the world right ... this feeling stayed with these faculty even as they began a second career in higher education" (p. 50).

Weber also addressed questions related to the lives of teacher educators. Given my research interest in the experiences of classroom teachers who became university-based teacher educators, I found the following especially interesting:

> When I asked the participants to tell me about how they had become teacher educators, they all talked about becoming university professors. That meaning may initially have more to do with the idea, challenge, or honour of becoming a university professor than with a well-defined sense of mission or deep sense of what it means to be a teacher educator. We sense the unease and uncertainty that the participants first experience in struggling to come to terms with this new title, "professor of education." We hear the vague yet persistent challenge they issue to themselves to "measure up". (Weber, 1985, pp.158-162)

Early in my study of postsecondary education I came to learn that the three cornerstones of academic careers in universities were teaching, research, and community service (Andrews, 1997). It is on the subject of research that the literature called attention to a different way of life for professors of education in contrast to when they were school-based teachers. Both Ducharme and Weber commented on the relationship between research and academic careers.

While the transition to teaching adult learners and community service presented no major challenges to beginning education professors, Ducharme (1993) found his participants concluded "they were unprepared to meet the demand for research and scholarship when they began careers in higher education, in part as a result of their previous experience in lower schools, where there are no such expectations" (p. 54). Clifford and Guthrie (1988) suggested "education faculty are an intellectually fragmented group, more divided into sects than their nineteenth century medical counterparts. Some (faculty) are former elementary or secondary school teachers or administrators, who have carried a particular orientation into the college and university world" (p. 40). They went on to say the professors of education are "drawn to higher education less to promote scholarship than to improve the quality of teachers by teaching future teachers and are likely to spend longer hours on the campus in teaching and advising than on research projects" (p. 80). Ducharme also found that while all education faculty were aware of the research expectation of their new work, "some were puzzled by this expectation, uncertain about how to fulfill it, what it meant and its validity" (p. 56). Durcharme also pointed out there was a wide range of scholarship in education research. "The published work of professors of teacher education is extraordinarily uneven. Some of the work such as Doyle (1986), Gideonse (1989), and Zeichner (1996), would fulfill any definition of academic research and scholarly writing. Other writing ... is considerably more controversial and defies conventional yardsticks" (p. 56).

The word *unfocussed* appeared often in Ducharme's (1993) findings. Education

professors, in relationship to their research, "all had the general feeling that something must be done, so they did something the value of which they questioned later in life when they had accumulated some experience and a little wisdom" (p. 43). Despite the questions regarding clarity of expectations, Ducharme reported that "deans, chairs, and provosts are making it evident to new faculty that they must be active scholars … certainly the junior faculty in this study reported such to be the case" (p. 65). Ducharme found that for more experienced faculty "things may have changed too much, that they cannot do or chose to do what is now expected" (p. 67). Ducharme reported that "several faculty stressed a need for additional support in research and writing" (p. 69). Weber too discussed the role of research in the work of education faculty:

> The interviews suggested that teaching and other pedagogical concerns are the most important aspects of our professional identity as teacher educators, that teaching rather than formal research determines the way we set our priorities in lived time. Although, as in other disciplines, the proper or official view of the professor's role in education holds formal research as vital and central to our purpose, the pervading unspoken attitude among many professors of education is quite different. Indeed, if research refers only to that activity which leads to formal publications, then it sometimes seems to be (secretly) considered as selfish, something done by those who are more interested in advancing up a career ladder than in truly learning themselves or truly educating their students. (p.163)

Weber also suggested that research was not critical to making meaning of the role of teacher educator.

> Many of the participants suggested that although formal research and publishing are potentially valuable, they are neither necessary or sufficient to the being of teacher educators ... and instead of viewing it (research) as something that must be formal and that must lead to publication ... viewed research as a lived process of systematic observation and reflection, almost synonymous with learning and teaching. (p.165)

Weber found, especially for women education faculty, a preference for service and teaching rather than research. "This ethos is perhaps a natural heritage from the historical interpretation of the calling of teacher" (p. 168). For those faculty who do make substantial contributions to educational scholarship, "the university community does not yet seem to value, as much as formal research, the kinds of informal research and service commitments made by many teacher educators" (p. 168).

From the literature review, it seemed that only Ducharme (1993) made explicit mention of the roles of mentoring and collaboration in discussing what factors and influences were at play in the lives of teachers who were interested in, and later worked in, university-based teacher education. Ducharme held that "the image of mentor is that of an experienced and trusted counselor helping another person" (p. 71). Ducharme's interest in mentorship was particularly evident in his work in teacher education as he "wrote a series of recommendations that universities might act on to strengthen teacher education faculty" (p. 71). Specifically, Ducharme recommended

that faculties of education "develop a mentor system whereby mature faculty work with new faculty" (p. 71).

Ducharme asked each of his participants in his 1993 study to comment on the role that mentorship had served in their work as teacher educators. Ducharme used the following description of mentorship:

> The mentor relationship has long been considered an important one in the academic world. The mentor may serve many functions for the protegé. First, the mentor introduces and initiates the protegé in the customs, demands, and expectations of academic life. Second, the mentor shares his or her wisdom and knowledge with the protegé, and provides encouragement and comments on his or her work. Third, the mentor can provide career assistance for the protegé by making recommendations to his or her colleagues at his or her institutions, or simply by sharing a bit of the deflected glow from his or her own shining reputation. Perhaps most important, the mentor helps to form within the protegé the sense of him- or herself as a member of the profession, encouraging and fostering a self-image as a legitimate member of the community of scholars. (p. 72)

"Nearly all interviewees had experience with mentors and many were the traditional ones of an older person providing help or advice to a younger, usually less experienced person" (Ducharme, 1993, p. 73). The participants in Ducharme's study spoke both of their experiences with mentorship as doctoral students and later as faculty.

Ducharme acknowledged that life in higher education is extraordinarily

complex and to have participants comment on single joys and frustrations as related to work was difficult. Ducharme (1993, pp. 85-101) addressed the following points as identified by the participants in his study. The first four related to joys and the remainder to frustrations:

1. Positive attitudes – excitement, fulfillment;
2. Fondness for students and love of teaching;
3. Praise for and pride of students;
4. Sense of importance;
5. Dissatisfaction with self;
6. Lack of time and conflicting demands;
7. Gender differences in job demands;
8. Differentiated work.

Weber made no explicit mention of joys and satisfaction of work in her study but identified issues around time as the major concern for the professors of education in her study:

1. Time and quantification of work;
2. Value of worktime;
3 Chosen time and controlled time;
4. Controlling time – personal and institutional;
5. Isolation of time.

From what has been developed so far, it is obvious that the research of Durcharme and, to a lesser extent, Weber related most closely to the research idea I

presented in the introduction in that their scholarship relates specifically to the lives of teacher educators and the career transitions from being a classroom teacher to a university-based teacher educator. While I learned a great deal from these two sources of research, I have some questions about Ducharme's study pertaining to the composition of the respondent group and his list of reasons why teachers moved to work in universities. Ducharme's research participants consisted of 34 university-based teacher educators from across the United States who were from a variety of teacher education programs. Both men and women were involved in the study and the participants were at many points in their academic careers. It was with this great variety of participants that I began to wonder about the research group. I also questioned the list of reasons why teachers moved to work in universities. Specifically I wondered why so many cited negative reasons. While I do not neglect the fact that some of the reasons for leaving teaching would be negative, when it comes to the move to higher education, I would have speculated that a greater number of reasons would have been more positive. Despite these questions, a significant contribution from his work was a direction Ducharme set in his discussion of implications and suggestions for further research. "I have often thought of matters needing further examination or ways to study different but related issues such as a sharper, more focused inquiry where it would be interesting and noteworthy to focus on a singular aspect of teacher education professorial life. It would be of value to conduct a study at a specific type of institution and focus on the lives of teacher educators within very carefully limited environments" (1993, p. 111). It is from Ducharme's suggestion for the need for

further research of a more focused nature, perhaps at one university, that I move from a research idea to developing the purpose of my research. Discussion of my research question follows.

CHAPTER 3

Research Question

Sources of Ideas for Research

In the introduction, I stated an idea for a study which would explore the experiences of teachers who became professors of education. The idea came largely from my own experiences as a student and educator which I described in the introduction to this study. While at the mid-point of my doctoral program (which happened to coincide with the time to develop a research proposal) I nearly became consumed with the question of how did I come to be in a doctoral program when for as long as I could remember I thought I would be a classroom teacher. I came to question where I might be headed in terms of my career after having worked for a considerable period of time at a university in teacher education. After having spent many years as a university student and staff member, I recognized my curiosity about the lives of my colleagues who had in both academic and personal ways influenced me greatly in thinking about my own career as an educator. I wondered how these people came to work in universities and what their work lives were like prior to employment at a university. Finally, well before becoming a graduate student, I knew I was interested in thinking and learning about the lives of people. An interest in learning about and recording the lives and stories of people first came to me from my personal life where, long after my great grandparents and grandparents died, I wondered how they came to Canada and what life was like for them many years before I knew them. A piece of unknown history in my own family includes experiences of two of my great grandfathers who after being orphaned at a very young

age in England came to Canada. In my own work life I know that I have become a part of higher education history and realize how many of the stories in higher education are largely left unexplored and unrecorded.

Synthesis of the Literature Review

From the above, I developed a clearer sense of a research idea and having done so, was ready to have a look at the literature. Chapter two provided a review of literature that dealt with studies that examined careers generally and more specifically the lives of teachers including university-based teacher educators. As I began to explore the literature, I learned that there was much written on the general subject of careers, work of classroom teachers, and in the area of teacher education as a field of study. However, I discovered that relatively little was written on the subject of teacher educators. This finding is supported by Weber who remarked that "very little research of any kind deals specifically with teacher educators, even though many studies have concentrated on the practicum, on student teachers, on first year teachers, on program structure, on recruitment, and on the skills and attitudes of students and cooperating teachers" (1985, p. 11). On the topic of educators' careers, Cembrowski (1997, p. 7) reported "a gap or lack of research in the area of career development for educators."

In the research taken from literature dealing with careers most generally, the idea of career development seemed to be a common thread. Several theories of career development have been constructed and while in practice their use might not be as clearly delineated as the theories appear, they do serve as useful tools in understanding careers generally. As stated by Osipow (1983) despite the criticism that such classification of

theories might appear to be an oversimplification, "some classification is a prerequisite for intelligible discussion about them (theories of career development)" (p. 9).

Research in the area of teacher careers provides critical insight into understanding careers of teacher educators. All of the participants in this study taught in schools prior to becoming university-based teacher educators. Thus, an understanding of career development of teachers is critical to understanding careers after teaching in schools.

Specific to the careers of teacher educators, Ducharme's 1993 research suggested that there are reasons that teachers considered leaving the classroom to pursue careers as teacher educators. While the literature lists reasons, the same study indicated an uncertainty about where one's career was headed. Weber (1985) supported this sense of uncertainty and indicated educators' "great surprise" in accepting the first academic appointment at a university. Finally, Weber suggested that teacher educators viewed their teaching role in teacher education as highly significant and continued to want to make a difference to the lives of school-aged students through their work with future teachers.

Ducharme revealed that teacher educators enjoy a high level of satisfaction in their work even though some had experienced difficulty in the transition from classroom teacher to university-based teacher educator. More specifically, Weber reported that with respect to satisfaction with one's work, it seemed that the major source of satisfaction came from teaching university students and went on to report that concerns with life in the academy take the form of a lack of time (namely time to engage in research activity) and increasing pressure along with uncertain expectations to engage in research and publication. Finally, Ducharme made explicit mention of the significant role of mentors

in the career development of teacher educators.

The Research Question

Converging my ideas about a research project with what I discovered from the literature, the following became the research question for my study: *What are the experiences of teachers who became university-based teacher educators?* Engaging in a study that seeks to answer this research question would provide further understanding about my wonder about how I got to where I am and how others experienced the move from classroom teacher to professor of education. Finally, a study such as the one I have proposed would contribute to what I and others have acknowledged about the little amount written about the lives of teacher educators and, more specifically, the career transitions of teachers who become university professors.

CHAPTER FOUR

Methodology

Overview

This qualitative study drew on the principles of grounded theory as a technique for understanding the data. Data were gathered from participant conversations framed around semi-structured interviews. From the interview data, written accounts (stories) in the form of professional biographies were constructed. The interview transcripts and field notes in the form of a journal provided the sources of data for analysis. The analysis followed closely techniques prescribed by grounded theory research. It seemed that using a process that drew on the principles of grounded theory was an especially appropriate choice for this study in that it provided a flexible and fluid approach to understanding the data but at the same time grounded theory is a recognized and well accepted research approach particularly in understanding social phenomenon. Biographies, accounts of personal lived experience, and journals are accepted sources of data in grounded theory.

Description of the Sample

Having given considerable thought to where I wanted the research project to take place, I chose the university where I was currently studying and where I had been a staff member for about 13 years, 10 of which were in the Faculty of Education. This decision to do research at an institution with which I was very well acquainted was not taken lightly and was for reasons in addition to convenience and comfort. I knew each of the participants very well, at least in terms of their professional lives, for at least 10 years. Despite how this might appear to be a comfortable choice of participants, working with

individuals that one knows well is not an easy task as far as their involvement as research participants is concerned. Nor was it easy for me to approach each individual to determine their interest and willingness to participate in my study. In fact, recollecting the experience, it might have been easier to ask people that I knew little or not at all. Elaboration of my feelings in this regard is included in the final chapter. I followed my desire from my research proposal to work with professors who had worked extensively in teacher education rather than more generally in the scholarship of education. Thus, I chose people who had taken on at least one administrative appointment of leadership in a teacher education program. Such appointments included assistant and associate deans, associate chairs, directors, and course and program coordinators.

Based on Ducharme's recommendation for further study, the participants in my study worked for most of their academic careers at the same institution. I chose to work with individuals who were recently retired (1 to 5 years ago) and lived in close proximity (same city) to where the study took place. The reasons for these choices were: ease of access, availability, costs of research, and facilitation of multiple interviews with each participant. All participants were close to each other in terms of age and all had been classroom teachers (although not in the same province) for at least one year prior to tenure-track work. Each participant began at the level of assistant professor, moved through the academic ranks, and retired as a full professor. Two of the three participants were hired as associate professors at the university they retired from. The third was hired and retired from the university he had first been appointed to as an assistant professor. Unlike in Durcharme's study, I chose only male participants. The reason for this choice

was that to mix the sexes of the participants with such an in-depth study would introduce too complex a set of experiences. That is, the experiences of academic women, even though from a similar generation, were probably much different than men. There were three participants.

Instrumentation

Semi-structured interviews were utilized. Prior to my work with the first participant, an interview guide was constructed and piloted. The interview guide was created from my review of the literature, a review of similar studies in education and health care, my own thoughts and ideas, feedback from professors and colleagues, and a pilot study. This is consistent with grounded theory in that "The initial questions or areas for observation are based on concepts derived from literature or experience ... they provide a beginning focus, a place for the researcher to start" (Strauss & Corbin, 1990, p. 180). A copy of the interview guide is included in Appendix A. Each participant received a copy of an interview guide prior to his first interview. The guide served as a framework for the conversations. Up to four interviews were conducted with each participant and each interview lasted for about two hours. All interviews were audio-recorded and I transcribed each immediately (usually the same day) after each interview. In total, the conversations generated 150 single-spaced pages of type-written transcripts. Each interview was conducted in the style of a conversation rather than interviewer questions followed by participant responses. Generally speaking, the participants talked about their career experiences in a chronological manner; however, the conversations often came back to earlier points or jumped ahead in terms of time. Much time was given

to each participant to review what he had said prior to subsequent conversations. Upon review of the transcripts, the participants often elaborated and clarified parts of the conversation that had taken place. While present throughout the interview, I found only rarely did the participants make reference to the interview guide. I found myself saying very little as the participants told me their experiences of becoming university professors.

Characteristics of the Instrument: the Interview Guide

Reliability. "Reliability refers to the ability of a measure to produce consistent results" (Rudestam & Newton, 1992, p. 67). While this characteristic is often more related to the use of structured interviews and questionnaires, the interview guide used in my study produced a high degree of reliability in that prior to beginning the conversations, each participant reviewed the guide and made sure that each item in the interview guide was addressed in the conversation though not necessarily in the order presented in the guide. As well, between each interview, each participant took time to review the guide to determine what he might say at the next interview. Immediately upon transcription, transcripts were passed to each participant for member checking, a benefit of living close to the participants. This occurred in between interviews enabling participants to review transcripts over and over again until our conversations drew to a close. Again, participants reviewed the interview guide when checking transcripts. Thus, from the process just described, a high degree of reliability was achieved.

Validity. "Validity indicates that a measure in fact measures what it purports to measure" (Rudestam & Newton, 1993, p. 67). In addition to being a useful tool for data collection, the instrument guide did ensure validity. I refer to the research question which

asked about the experiences of teachers who became education professors. The experiences of people could be gathered in a variety of ways. The method I chose -- interview guide and conversations -- gathered what it was intended to, the experiences of teachers who became university-based teacher educators. Thus a high degree of validity was achieved.

As shown in the above section, I clearly used the guide as a framework and reference tool. To enforce a more strict use of the guide would run counter to the intent of grounded theory. "Once the data collection begins, the initial interview or observational guides should be just that, beginning guidelines only. To adhere rigidly to them throughout the research study will foreclose on the data possibilities inherent in the situation" (Strauss & Corbin, 1990, p. 180).

Procedures

Data collection procedures which draw on the principles of grounded theory can occur in a variety of ways. "Grounded theory studies share some similarities with other modes of carrying out qualitative research. Sources of data are the same: interviews, field observations, as well as documents of all kinds ... including biographies and historical accounts" (Strauss & Corbin, 1998, pp. 159-160). From the transcripts, I was able to construct a written account of what each participant told me in the interview regarding his experiences in making the transition from classroom teacher to university-based teacher educator. To use the language of Strauss and Corbin (1998), one might refer to the writing as biographies or historical accounts. Each written account, which I have referred to as a story in the title of this project, followed closely what was told to me

during the interview process. I used only the transcripts from the interviews to construct a written account of the experiences. Of course, the point of view of the story teller changed from first person to third and information in point form was written into sentence and then paragraph form. Despite my earlier remark regarding how the stories were told, much sorting of information from the transcripts occurred to ensure that a chronological order was followed. In working from the transcripts, there was some repetition of information which needed to be clarified and reduced before writing about the experiences. Finally, in a few cases, direct quotes were included in the writing to ensure that the precise wording and intent of the information was preserved.

Keeping with the direction of grounded theory, I worked with only one participant at a time. I contacted each participant either in person or by telephone to talk about my study and ask if he might be interested in becoming a participant. Though not at the same time, each of the three men agreed and a formal letter of participation along with a Consent Form (see Appendix B) and the interview guide were sent to each participant in the order that I had approached him. I asked each participant where he would like to be interviewed. One person chose my home and later my office on the university campus, the next person chose a campus location, and the third participant chose his home and a campus location.

Interview transcripts were passed to each participant as soon as possible after each interview. Thus, up to four sets of transcripts were passed to each participant for review. After each set of transcripts was reviewed by the participants, I constructed a written account of the experiences as they were recorded in the transcripts. While I could not

have projected it, the amount of time consumed from locating a participant through to completing the written account, was substantial. An estimated time spent for each participant would be three months. As was the case with each set of transcripts, each written account was passed back to the participant for member checking, feedback, editing, and further input. Substantial reworking and revisions were required and then the product was passed back to the participant for another review. This process occurred at least three times for each participant. Elaboration of the time spent on this process is provided shortly in the discussion of trustworthiness.

Data Analysis

As indicated throughout this chapter the analysis technique I chose for this study drew on the principles of grounded theory. I deliberately specify *drawing on principles of grounded theory* as I did not prescribe to all of the elements required of true grounded theory. The attraction of grounded theory was its inductive nature, fluidity, flexibility, and non-reliance on previously understood theories or models of analysis. Specifically, the principles of grounded theory that were used in this study included: open-coding, constant comparison method, memoing, achieving saturation, and theory development.

Coding Concepts

While the transcripts were used to construct written accounts of the experiences told to me by the participants (these appear in the dissertation), when it came to the data analysis, I returned to the original transcripts that had been approved by each participant. From each set of transcripts, the first step in analyzing the data was to engage in a process of open-coding. Specifically, the open-coding process began with simply reading and

rereading each set of transcripts. While reading, I asked myself the following questions:

1. What are the data saying? and
2. What I have learned from each participant in relation to the research question?

As I read, my responses to the above questions took the form of words and phrases which represented ideas and incidents. Grounded theory refers to this as establishing concepts where "conceptual labels (concepts) are placed on discrete happenings, events, and other instances of phenomena" (Strauss & Corbin, 1990, p. 61). In the text, I highlighted, underlined, circled, or used sticky labels to note words and phrases that described concepts. In the left hand column, I recorded the concepts usually as a word or phrase. I reread the texts a number of times making adjustments and sometimes complete changes to the words I used for concepts. Once I was assured that I had listed as many concepts as possible, I compared the concepts to each other. In some cases where there was considerable overlap, I converged concepts under one label or generated a more general label to describe two or more concepts.

Establishing Categories

As the second step of the data analysis in a grounded theory study, Strauss and Corbin call for the establishment of categories which they describe as a process where "concepts are compared one against another ... and are grouped together under a higher order, more abstract, concept called a category" (1990, p. 61). From the concept labeling I grouped concepts into categories. I recorded the category on a form I developed. Grounded theorists might refer to such a document as a memo which Strauss and Corbin (1990) describe as a "written record of analysis related to the formulation of theory" (p.

197). From the set of memos I generated from the first participant, I went a step further, and wrote a short discussion paper of the findings. The paper was in response to the question: what have I learned from this (Jon's) story? The paper listed six categories and provided a detailed explanation of how I established each category. The memos were reviewed again and adjustments were made both to the memo and its reference in the discussion paper. At this point, I concluded the analysis of the first participant and was ready to engage in the next step of the analysis process.

Constant Comparison Method

As the next step, I identified the second participant for the study. All steps up to the point of analysis were repeated – multiple interviews, transcription, transcription checking, writing an account of the experiences of the participant, and member checking – in a fashion and timeline comparable to the first participant. Likewise, using transcripts as the data source, I read through the document with the same two questions, as listed above, in mind. However, at this stage I added a step of analysis, which asked the question: what does this second participant's experience say in relation to the first? A list of concepts was again recorded on the document and they were compared to the list of concepts generated from the first participant. Some concepts from the second participant were identical to the first. While some concepts were not identical, they did fit in one of the categories listed in the discussion of findings from the first participant. This process of comparing new concepts to previously determined ones and comparing new data to existing concepts and categories occurred through this entire stage of the analysis. Additionally, relationships between concepts and concepts, concepts and categories, and

categories and categories were also observed. These relationships and the evidence for them were recorded on memos. In some cases, memos in reference to other memos were written. In grounded theory, such a process is referred to as the constant comparison method. "Two analytic procedures are basic to the coding process, though their nature changes with each type of coding. The first pertains to the making of comparisons, the other to the asking of questions. In fact, grounded theory is often referred to in the literature as the constant comparative method of analysis" (Strauss and Corbin, 1990, p. 62).

At this point, it was clear that while the contexts of the two participants differed in some ways (they completed graduate work at different institutions, they began their academic careers in different places, and they worked in different departments), there already appeared to be considerable repetition of concepts and categories. What I learned from the second participant provided more evidence and further explanation of relationships between concepts and categories in the discussion of findings rather than new concepts and categories.

As I moved toward the identification and data collection process for the third participant, I did so with the understanding that, given the similarity of findings I had already discovered, work with the third participant could very well result in achieving saturation. The process followed for the third participant was identical to that of the second. During the interviews, while writing the story, and during data analysis, it was apparent that while the experiences of the three participants were different, the analysis was revealing comparable results. Despite my own feeling that saturation had been

achieved, at this point I consulted with my supervisor and, upon investigating what the analysis had produced, he too was confident that saturation had been achieved.

Construction of Theory

As reflected by the title, the key intent of grounded theory is the generation of theory. "Grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed. Theory evolves during actual research, and it does this through the continuous interplay between analysis and the data collection" (Strauss & Corbin, 1998, p. 158). A complete discussion of the findings is presented in Chapter 6 (Discussion of Findings) where each category is discussed relative to what I learned from the participants and from the literature. Chapter 6 concludes first with a summary (Table 2 Summary of Categories and Literature In Agreement or Not In Agreement) of what was learned and supported in the literature and what was contributed to the literature. Table 2 is followed by a section entitled: Theoretical Statement - A Response to the Research Question where I present a theory that was developed from this study.

Trustworthiness

A number of precautions were taken to ensure a high degree of trustworthiness. First, each participant was given an opportunity to complete one interview and give thought to what might be said at a subsequent interview. "Naturalistic studies may involve multiple interviews or a return to the field after a period of time or member checks" (Rudestam & Newton, 1993, p. 76). In addition to multiple interviews and a chance to "return to the field," participants in this study were given at least three

opportunities to review transcripts and review their stories. The measure I used to indicate that a participant was completely confident and comfortable with both transcripts and stories was when they indicated that *they had nothing further to add*. I believe this extensive member checking provided the greatest contribution to the trustworthiness of this study. I am confident the participants from this study would find the stories presented in this study to be trustworthy. Two other practices added to the trustworthiness of the data and process. First, an auditor (who is coincidentally an excellent editor) worked with the research project from literature review through to the discussion of findings. I chose this person not only for her skill but also because she is largely unfamiliar with teacher education discourse and educational research more generally. I felt this a good move in terms of adding a higher degree of objectivity to the auditing process. Next, an audit trail was kept in the form of a journal. Here, all memos, reflections, notes on comparing and relating data, concerns, and a full range of other thoughts and ideas were contained. Regular reference to this audit trail was made throughout the analysis process and during the writing of the discussion of findings and final chapter. Finally, the provisions of rapport and a trusting relationship between the researcher and participant were present throughout this study. "The researcher must establish trust, rapport, and authentic communication patterns with participants. By establishing trust and rapport at the beginning of the study, the researcher is better able to capture the nuance and meaning of each participant's life from the participant's point of view. Maintaining trust and rapport continues through the length of the study and long after" (Janesick, 1998, p. 40).

Theoretical Sensitivity

"Theoretical sensitivity is a term frequently associated with grounded theory and refers to a personal quality of the researcher. It indicates an awareness of the subtleties of meaning of data. Theoretical sensitivity refers to the attribute of having insight, the ability to give meaning to data, the capacity to understand, and capability to separate the pertinent from that which isn't" (Strauss & Corbin, 1990, p. 41). While theoretical sensitivity is a personal quality, it can be learned and developed through two sources, literature and professional experience. As is apparent from Chapter Two, I took the initiative to become familiar with the literature that dealt both generally and specifically to my area of research. On the matter of professional experience, I have worked in a university setting for 13 years, of which 10 have been in teacher education.

> Throughout years of practice in a field, one acquires an understanding of how things work in that field, and why, and what will happen there under certain conditions. This knowledge, even if implicit, is taken into the research situation and helps you understand events and actions seen and heard, and to do so more quickly than if you did not bring this background in the research.
>
> (Strauss & Corbin, 1990, p. 42)

My knowledge of the subject of the study gained through literature and professional experience would suggest that I was fairly well equipped as far as theoretical sensitivity is concerned.

Limitations of the Study

Rudestam and Newton (1992) "encourage students to include in a dissertation a

statement on limitations and delimitations" (p. 73). The following provides a response to those authors' advice:

Delimitations. "Delimitations imply limitations on the research design that you have deliberately imposed" (Rudestam & Newton, 1992, p. 73). I suppose that what Ducharme might have suggested as a recommendation for further study, others might consider the choice to limit one's sample to a particular institution as a limitation. During my candidacy exam, it was suggested that my study involve men only. While this advice was for really good reasons (I realized this more so after my interviews) one might suggest that the choice to study men only might have limited the study. I chose to work with retired professors. Again this was in following the suggestion for further study by Ducharme to study a specific group of teacher educators within a carefully defined set of circumstances. Here one might regard such a choice as a limitation to the study. Finally, I was satisfied that I had achieved saturation of the data after working with only three participants. While my research proposal called for at least three, some might argue that the choice to stop at three may have limited the study in some way.

Limitations. Rudestam and Newton (1992) stated that "limitations refer to restrictions in the study over which you have no control" (p. 74). My only thought in this regard, and I believe it is a really significant point, comes from a comment made by a professor when I first presented my preliminary findings to an audience. Her question was *what about the stories that were not told?* Herein might be the greatest limitation over which I had no control. The participants ultimately had control over what to say (and what not to) and the decision to say *that enough has been said* rested with the participants.

Story Titles

The following chapter presents the three stories I constructed from conversations I had with the participants in this study. Each study is entitled in a way that might not be as obvious to the reader as it is to me or the participants. The word I chose as a title for each participant's story came from the conversations we had where, through the multiple interviews, the person telling the story seemed to make frequent use of a particular word. The word used as the title appeared frequently in the transcripts and is used often in each story. It was well after the stories were told that I realized how significant these words had become in describing the experiences of the participants as well as a descriptor of the participants themselves. Thus, I decided to use the words as the title for each story.

CHAPTER 5

Stories of Teacher Educators

The Associate

It was a beautiful Alberta winter day as I waited anxiously for my first interview. I intended to spend the entire morning working on my dissertation yet I was pulled to organizing for this afternoon; scattered thoughts filled my mind.

My home was exceptionally clean and I had arranged the seating in a thoughtful way; a gently scented candle burned and my first participant would enjoy the sunny view of downtown Edmonton and legislative buildings. The coffee was on; *Starbuck's* beans for a special occasion. My tenth floor living room window became my magnet as I peered out onto the streets; just like waiting for a visit from Mom. It was almost two and the door buzzer rang. Right on time! We know each other well and engaged in a friendly bit of chat about work and family. I began the interview with "Jon", a pseudonym chosen by my first participant.

Jon "the Associate"

Summer, 1958

School was out for the summer and 17 year old Jon prepared to move to Northern Alberta for the summer to work in a mining camp on the north shores of Lake Athabasca. Already feeling some pressure due to questions about his plans for the fall, Jon had made an application to the University of Alberta (U. of A.) for September study. While there seemed to be little question about choice of program, there was considerable question about his admissibility to university for Jon guessed that his love and enjoyment of high

school would not be reflected in what he speculated his final grades to be. Jon was not overly concerned with the possibility of not getting into university. He was only going on 18 and the thought of returning to high school for a second year of grade 12 caused him some excitement. In some ways, Jon had come to admire those who returned for a second year of grade 12. Many of them were 19 and seemed older and wiser. Many were the sports stars of high school athletics programs. The thought of being one of "the sports stars" comforted Jon. In his final year of high school, Jon moved from a small Alberta town to a large city high school where he soon came to admire his high school coaches and physical education teachers. Their impression on him had made his choice of what program to apply to in university an easy one and prior to leaving for the north for the summer of 1958, Jon applied to the Faculty of Physical Education. His sheer enjoyment of life (a quality I pay witness to today) continued even when living far from temptations of city living. Surprised and concerned as he was about spending most of his first month's pay on enjoying life, he was more surprised to learn that late in the summer of 1958 he was admitted to university. Taking on extra work for the remainder of the summer, and having the good fortune of being able to live with his parents in Edmonton, Jon began his university experience in the fall of 1958.

Jon soon came to enjoy the university experience and became consumed and enthralled in not only the academic experiences but also a number of other university experiences. As he moved through his programs, Jon thought about what he would do after completing the Bachelor of Physical Education. He knew that many graduates of the Bachelor of Physical Education program continued their university study in the Faculty of

Education where they intended to seek teacher certification. At that time this credential was attainable after only one additional year of study. The Bachelor of Physical Education program was small and Jon came to know his colleagues and kept in communication with them as they left the Faculty of Physical Education and moved to the Faculty of Education. That path also interested Jon and towards the later part of his program he became more and more interested in, and oriented to, teacher education. He thought specifically about a major in Physical Education and a minor in Biological Sciences. While planning for study in Education, Jon continued to immerse himself in university activities well beyond his classroom experience. He was very active in student affairs not only in Physical Education, but also in the broader university community. His involvement was clearly at the university level, as he chose not to volunteer in schools or engage in other activities outside of the university community. Instead, Jon's extra time and energy went into sport and student government activities, co-directing the university intramural program, hiring and training games' officials, participating in the undergraduate association, and serving as student manager of the university hockey team. And so, well before the end of completing a Bachelor of Physical Education degree, Jon realized that he would follow many of his colleagues in completing the requirements for teacher certification. He was also determined to do so on the one year certification plan. He never intended to complete a Bachelor of Education degree which, similar to today, would take another two years of university study to complete.

While taking on roles of student leadership in his own Faculty and in the university community, Jon was influenced greatly by the work of those around him. Even

today, he speaks highly and admiringly about the work of one of his cooperating teachers, professor colleague, mentor, and life long friend whose path he would later cross many times as an office neighbor in the same university teaching department. As well, a former Edmonton Eskimo, long time teacher, and later professor of Physical Education methodology was a figure of inspiration for Jon. He also became another one of Jon's life-long friends.

One particular professor intrigued Jon. Upon entering this particular professor's classroom for the first time, Jon was immediately fascinated with the stuffed animals and birds. The place reminded Jon of childhood memories of his farm life and his own "amateurish taxidermy projects." Vivid memories were brought back to Jon as he recalled being involved in the work of his uncles whose work had some professional connection to agriculture and wildlife and of his father's work in animal husbandry. The feelings of childhood memories fascinated Jon and provided him with comfort and confidence in his choice of Biology as an area to study. Such interest and aptitude in science even caused some rethinking of career choices. This was more than a passing thought as Jon even sought career and academic counsel from the Dean of Medicine of the day. Jon seriously considered becoming a physician; his dream was to become a surgeon. His interest was strong and the thoughts pulled at him greatly especially when he realized that he was only one chemistry course short of seeking admission to medicine. In the end, it was more than just lacking a chemistry course that stopped him from pursuing a different career for the thought of continuing university at substantial cost and time brought Jon to pursue the requirements for teacher certification. However, in some

ways, the idea of studying medicine persisted and Jon later completed the six credits of inorganic chemistry during the first year of teaching. Though well on his way to becoming a teacher, he was now fully qualified to apply to the Faculty of Medicine.

Thinking about a career in Medicine passed but the additional coursework in inorganic chemistry proved useful as some of Jon's first teaching assignment slid more into chemistry than biology. Emerging more powerfully than the thought of becoming a physician was Jon's goal to become a school administrator. He soon came to be pleased with the shift in teaching subjects and believed that gaining an understanding of multiple subject areas and programs of study would serve him well as a school administrator. The thought of becoming a school administrator was more than just a passing aspiration. Jon's goal was known also to a professor – a long time friend and former coach of Jon's wife – who took steps to actively encourage him to consider doing graduate work in educational administration. During this time Jon became increasingly involved in professional organizations, serving in various executive roles at the local association level. His involvement began as an undergraduate and continued into his professional life. Jon felt that such involvement would help build a foundation for his future as a school administrator.

In exploring graduate programs Jon was disappointed to learn of what appeared to be a prescriptive and inflexible Master of Education in Educational Administration program at the U. of A. He turned once again to the Faculty of Physical Education and the flexibility and possibility its graduate programs offered. During his exploration, the professor mentioned above had just been awarded a substantial national research grant.

The professor knew of Jon's interest in returning to university to do graduate work and knew of his ability and experience particularly with managing projects. The professor offered Jon a graduate research assistantship to manage the research project. Of course, the assistantship depended on Jon being a graduate student. Thus, the goal of returning to university became more attainable. Having decided on a program in Physical Education, Jon sought to arrange a leave from his four year teaching career.

Jon had been employed with his school district for only four years and was well aware that he would not be granted a sabbatical. A leave without pay would be his only alternative. The assistantship would help offset tuition and living costs. Still, for a person recently married, the decision to return to graduate school was one that took considerable thought and deliberation. The leave was granted. Jon soon became enthralled once again with the university experience – being a graduate student and managing an exciting research project. His experiences did not stop there. Having a keen interest in elementary physical education methodology, he sought, and was subsequently granted, permission to audit courses in this field which were over and above his graduate program. On more than one occasion, he was called upon to teach for the professors he was working with when they attended conferences. All these activities combined to make for a truly exciting experience; one that compared only to early days of student teaching, which at the time and to this day, highlighted Jon's undergraduate teacher education program. It seemed that the experiences of being involved with auditing courses in elementary physical education methodology and having the opportunity to even teach these courses were pivotal in Jon's becoming attracted to teacher education. It was at this

time that he began to think of career possibilities other than becoming a school administrator, though being an administrator was still his most sought after goal. Second to the influence of the professors for whom he was serving as a research assistant, teaching at the university level proved to be even more rewarding than high school teaching had been. University students seemed more motivated than those he taught in high school. No longer did so much of his energy go into trying to meet the diverse range of learning abilities and interests of the students in a subject area that Jon was so passionate about.

The year as a graduate research assistant went by quickly. Jon immersed himself in his year of work and study but simply did not have enough time to begin the research component of his graduate degree. An offer of an extension to the graduate assistantship was made. In deciding about either returning to university or to his school, Jon inquired about his being considered for one of the vice principalships within the district from which he was on leave. The response was discouraging and met with great disappointment; he was told there were no vice-principal positions. Yet, at the same time, opportunities appeared brighter on the university campus. Within days of learning of the disappointing news from his school district, the Dean of Physical Education made Jon an attractive offer of a sessional appointment working in elementary and secondary Physical Education through, at that time, the Department of Educational Services. Educational Services was an academic department in the Faculty of Physical Education and offered courses in physical education teacher education. This was a perfect opportunity for Jon to continue his just begun research project required for his master's

degree, to continue his involvement in the teaching of teachers within a subject he was passionate about, and to continue contributing to the connections he was making to academic life. The excitement continued to grow. Jon's second year of graduate study was even more exciting than his first.

Opportunities continued. While in the second year of his Master's program, the Dean of Physical Education asked Jon to consider a tenure track position in Physical Education. He was not yet finished his master's degree. And while the opportunity of a tenure track position was exciting, Jon continued to think about his goal as a school administrator. Once again, he inquired about an administrative appointment with his school district. Once again came news of great disappointment. Beyond disappointment, Jon was angry about his district's decision and with what appeared to be a dead end for his hopes and dreams of becoming a school administrator. He subsequently applied for, was selected, and accepted the position in Physical Education. When Jon resigned from his school district, he was asked to reconsider. He did not change his mind. He was subsequently offered a choice of schools where he could become an assistant principal. Despite his love and passion for teaching high school -- especially team teaching – Jon's anger and his admitted "stubborn nature" overruled. The resignation stood!

While disappointment marked the end of his four years of teaching, the years were filled with much reward and satisfaction. Jon especially enjoyed the opportunity of being a part of the opening of a new city school, and relished the opportunities to co-plan and team teach with colleagues. The four years of teaching were an initiation to a teaching career less typical than most. Jon did not come to realize any significant frustrations or

concerns that so many beginning teachers experience. Instead, his days were filled with "boundless energy," enthusiasm, and optimism. He worked hard – day and night – and his volunteer efforts from university undergraduate days continued with his involvement in almost everything that went on in school – coordinating and supervising departmental exams and coaching fall through spring in his first year of teaching. But a new career and way of life was emerging for Jon as he moved to a career in academia; becoming a teacher educator.

Life in a tenure track position was no less busy than the one Jon had come to live as a high school teacher. And his new way of life was equally filled with excitement and opportunity. Jon remained highly enthused and motivated, full of energy and optimism. Having been appointed as an assistant professor in the Faculty of Physical Education, Jon crossed paths with one of his many admired high school teachers who was now his first Department Chair, giving assignments and advice on teaching and to a lesser extent, research. Constant was Jon's love and passion for teaching. Community service at university remained equally engaging as had been the case when Jon was a student. Research came to be an important part of his academic life though this part of work Jon did not describe with words such as passion or love. For him, research became a task of involvement rather than one of passion. Both his Chair and Dean of the day accepted this and by Jon's own admission, they gave significantly higher credence to his teaching and community service. He continued to be highly involved in professional associations and university committees. His work with the profession led him to conceive of a highly successful Physical Educators' "Flea Market" where educators showed their "wares."

Many of the participants of these events went on to become school administrators; many went on to research and publish articles about their "products."

Just settling into life as an academic and enjoying his success, once again, Jon considered his future. Without any doubt, he found much reward in his new life as an academic and knew his passion – teaching – to be much easier and in some ways more rewarding at the university level. Thus, it soon became a reality that if Jon was going to remain in academia and in order that he move through the ranks and protocols of becoming a full professor, he would have to complete a doctoral program. While Jon was fully engaged as an academic, he had only completed his Master's degree. His family was still young and this was to be factored into thinking about his career. In making a decision about doctoral study, others came forward to offer Jon opportunities including paid scholarship. It turned out that such offers were also at some of America's highest priced universities. In the end, he decided to begin study in a university in the United States; though not at a place where he had received invitations to attend. Jon completed a Doctor of Philosophy in Curriculum and Supervision in 1975.

Life as an academic seemed to come naturally to Jon and the transition from high school teaching to academia was not major. He did not suffer any negative or trying experiences that many university professors, who were once classroom teachers, often do. Nor did he suffer any setback related to salary or pensionable service. In fact he was able to buy back his teacher retirement fund and roll it over into the academic pension plan he was now contributing to. As the highlight to his new life, teaching remained his passion. As had been the case in high school teaching, Jon took advantage of opportunities to co-

plan and team teach with his colleagues.

The relationship between teacher education and Physical Education at the university where Jon taught changed in the late 1970s. From 1967 through 1980, academic staff from the Faculty of Physical Education taught in Education and were invited to departmental council meetings. Yet while they were invited to have voice at the meetings, they had no vote. In 1980 then President Myer Horowitz (former Faculty of Education staff member, Department Chair, and Dean) moved academic staff from the Faculty of Physical Education, Department of Education Services to the Faculty of Education. Staff members chose whether they wanted an appointment in either the Department of Elementary or Secondary Education. Jon went to Elementary Education. This was a significant change for him as he had been a high school teacher and saw himself as an elementary and secondary teacher educator.

While familiar with colleagues and programs, the move presented some challenge. By now, Jon was ranked as a senior Associate Professor and wanted early in his new assignment to seek Full Professorship, a move that would have taken place in the very near future had he stayed in Physical Education. However, he was now in the Faculty of Education, not Physical Education where he had previously been awarded tenure and promoted to the rank of Associate Professor. While greatly valuing the mentorship of his new Chair in Elementary Education, Jon did not follow her advice, and put forward his application for Full Professor in the Faculty of Education. His application was denied on the grounds of an insufficient program of research. He appealed making the case that he could indeed be identified as a national scholar and argued that his research program

involving the preparation of elementary school Physical Education teacher resource material and role as editor of a professional journal were adequate for the rank of Full Professor. Moreover, he took advantage of the many years of students' evaluations that attested to him as being a distinguished university teacher. His appeal was successful. Jon became a Full Professor in the Faculty of Education. The year was 1983 and he was now well established as a university teacher educator.

His family now older and the thought of being a school administrator long behind him, Jon's passion for teaching did not change. He continued, as he had done for all of his student and work life, to remain highly involved in professional associations and in the university community. He had not been in the Faculty of Education for long when he quickly volunteered for projects and initiatives in teacher education.

One of the most exciting teacher education programs Jon was to work with would be the Modular Program. Here, four Education Professors worked together with a group of elementary education students over the course of nine credits of university coursework. Jon spoke fondly and vividly of the excitement of working with his colleagues, particularly of the co-planning and teaching either together or in association with one another. Today, all four professors from the Modular Program are retired yet all four continue to be highly involved in education. And all four remain in contact with one another.

Throughout his academic life, Jon remained committed to university teaching and community service. Throughout his time in the Faculty of Education he also assumed key leadership roles in teacher education both within his own teaching department and faculty

and in the university community at large. Insofar as formal research was concerned, Jon admitted to little. He engaged in much collaborative research and typically worked in both the qualitative and quantitative domains. Excelling in statistics and statistical analysis he remained uncommitted to either research camp exclusively. And unlike so many of his colleagues, Jon remained uncommitted to a self-established program of research. Instead, he preferred to work at the call of others and engaged mostly in what he referred to as contract research. Around him, Jon witnessed the time and energy required to submit research proposals. He also observed the effect it had on his colleagues when they were not successful in their applications. Jon simply wanted to invest his time and energy into his teaching and his many involvements in university and community affairs and into major athletic events. All of which contributed nothing to his research record. All of which he would change for nothing.

Except for accepting invitations to be a visiting professor at other universities, Jon dedicated himself to the same university from 1967 to 2001. He was however invited on several occasions to apply for positions at other universities. While in the end it would seem that most of the other opportunities would provide little over what he already had, there was one potential position which had great lure. Jon and his wife really liked the West Coast of Canada and had some family living in the Vancouver area. So when the invitation came to apply for a position at Simon Fraser University, he gave it serious consideration leading to an application. He was shortlisted for the position. Simon Fraser University would offer not only an opportunity to live on the West Coast but it also had the reputation for being somewhat of a radical place for teacher education; this added

to the appeal for Jon. He was also attracted to Simon Fraser's commitment to working with teachers in teacher education and to spending great resources on teacher secondments to its teacher education program. On the drive to Vancouver, an announcement was made on CBC Radio indicating a government freeze on all hiring in postsecondary education. While the immediate journey continued, the hope of working in Simon Fraser's teacher education program and living on the West Coast very suddenly came to an end.

Jon remained highly satisfied as a Full Professor. But while his teaching and community service remained as a highlight of his work and his research record continued to be of contract nature, Jon was challenged in other ways in his work as full professor; namely related to his work while serving in several administrative appointments in the Faculty of Education (twice as an Assistant Dean, as an Associate Dean, an Associate Chair, and a program coordinator). On one occasion, Jon as a newly appointed Associate Dean brought together Associate Deans on campus to discuss issues of the day only to learn that this was not held in favorable view by the Central Administration. On several other occasions, in chairing a variety of committees related to undergraduate student affairs, his questioning of university policy and his actions that appeared to be on the side of students were not always popular with Associate Deans and senior university administrators (though this action was held in high esteem by individual students and student representatives). Later Jon learned that his position on student affairs prevented him from senior university appointments that he had been considered for. Yet he remained unchanged in his dealings with students and the issues that affected their lives.

He didn't necessarily mind being criticized for being a student advocate, even if it cost him an appointment or two.

In all of his involvement with university – his time as an undergraduate through to his Full Professorship – Jon holds in high esteem the impact that Deans and other senior administrative appointments within the Faculties of Physical Education and Education had on his university experience. Deans in particular influenced him greatly. As an undergraduate in the Faculty of Physical Education, Dean Van Vliet came to know Jon and kept in touch with him as he moved in his teaching career. That same Dean would later come to offer Jon a sessional appointment and then just a year later encouraged him to consider a tenure track position. President Horowitz, who had previously been the Dean of Education, was key in Jon's move to the Faculty of Education. In 1986 Dean Patterson offered Jon his first administrative appointment as the Assistant Dean of Student Services in the Faculty of Education from which he moved only a year later into the portfolio of Associate Dean of Undergraduate Student Services in Education. In addition to the Deans who he served in administrative appointments, Jon was influenced greatly by the work of his colleagues who were also serving in administrative appointments in the Faculty of Education – other Assistant Deans, programs coordinators, and department chairs. Jon concluded his university career in an administrative appointment.

Like so many who have recently retired from being a professor, Jon remains highly connected to teacher education and finds some discomfort in the thought of retirement. At present he remains highly involved in education, and in teacher education.

Plans to stop "working" are not in the near future.

Our interviews came to an end. We agreed it was fun. I was pleased to learn that Jon felt our talk on the subject of his life as a teacher educator had come at a really good time in his life. He was beaming as we parted. A final word from Jon as I helped him with his coat -- he turned to me and remarked that if there is one way to describe his life as a teacher educator it would best described as "the Associate" – there to help and assist the work of others, and there to be helped by others.

Nearly four months after my conversation with Jon regarding his experiences in becoming an Education Professor came to what I thought was its conclusion, Jon and I returned to the conversation. He began by indicating that he had been thinking (a slight sense of panic flowed through my body. Was he actually going to make use of that opt-out clause on the Consent Form?). He had read both the transcripts from our conversations and the resulting story of his experience. He had considerable time to think about what was said and what now appeared in text; text that would appear in a public document. Jon went on to say that there is a major omission in his story. He asked if we could talk about the incredible role that his wife and family had played in his leaving teaching, doing graduate work, throughout his entire career as a university professor, and now in retirement. I was thrilled and welcomed the conversation. We set a date. Jon left and I was struck by what had just happened for just when I thought our conversation was coming to an end, it seemed to be going to a level that I had not considered, a level that the literature had not talked about. Was it that other researchers simply did not get to this level of trust? Perhaps they had but decided not to include it. Perhaps this was a

reflection of Jon's character or a reflection of our relationship. Perhaps this was evidence of why I chose depth of findings rather than breadth. In any event, the conversation continued. And I cannot believe that, for just a moment, I considered not tape recording it.

After the conversation ended again, I struggled with how I was going to put this in to the story I had already written; I wondered where it would fit. Perhaps out of an attempt to have Jon's story reflect the fact that this was a major afterthought but something he really wanted to include or perhaps out of my own uncertainty about how to include the remaining part of Jon's story, I decided to add it to the end. The following presents the followup part of my conversation with Jon.

One February, Jon and his eventual partner met on a scaffold while decorating the gymnasium for an annual university dance that was sponsored by the Physical Education Undergraduate Students' Association. They had been introduced by a former high school colleague of Jon's, George Kingston, who went on to be an Associate Dean of the University of Calgary, Faculty of Physical Education then on to greater things such as a coach in National Hockey League and international hockey. That meeting on the scaffold began what for Jon and his wife has now been a partnership (Jon's choice of word which I would also use) of nearly 45 years. This July (2002) the partners will celebrate their 39th wedding anniversary. As undergraduates, Jon and partner were both especially active in the students' association. Jon's partner was a year ahead of Jon in the same program. Over the course of the Winter and Spring months they dated and then Jon would return to the Uranium mines of Northern Alberta for his summer employment. Over the Summer

the two corresponded a few times by letter and then would renew acquaintances in the Fall. When on campus, they were very involved not only in the Undergraduate Students' Association but also in the running of campus sports programs; Jon managing the hockey program and his partner involved in intercollegiate volleyball. Jon described their courtship around these sets of campus activities. They also made space for each other and acknowledged and recognized each other's career aspirations. In 1962, and then in 1963 respectively, the partners graduated from university. Jon's partner moved to Saskatoon to begin teaching and Jon began teaching with Edmonton Public Schools. As had been the case the summer before their relationship continued at a distance. On occasion Jon would travel to Saskatoon and his partner would travel back to home to Edmonton. In that first fall, around Thanksgiving, they became engaged and were married the following summer. Jon returned to teach in high school and good fortune would have it that his partner would be hired that year by Edmonton Public Schools. The partnership stabilized and the two began to planning futures together. Talk of starting a family and Jon beginning graduate work were a part of the planning discussions.

The opportunity to return to university to do graduate work occurred in 1964 when, as previously described, a professor of Jon's had just secured a national research grant and asked Jon to consider coming on campus for a graduate research assistantship. Jon took leave from teaching to pursue his Master's degree and his partner continued to teach in Edmonton. Financially it was difficult as the two were essentially living on one salary (Jon had not been eligible for a sabbatical and his leave was without pay). The research assistantship helped as they lived frugally. Shortly thereafter the opportunity to

work at the U. of A. presented itself and the two dealt with one of the most significant issues that teachers face in coming to work at the university; "I took a real kick in the head from a salary point of view." Excited about the new experience, Jon accepted and this gave him a chance to finish off his thesis and have a look at what he could do with his career. In 1967, Jon accepted a tenure track position. A year later, with academic career underway, the partners were thrilled and excited to learn that they were expecting a child. Their first son was born followed two years later by their second. For the remainder of the 1960s and forever, their two boys became the focus of family life.

As Jon become more stable in his university career he came to realize that he would have to pursue doctoral work. The partners sent out a number of exploratory letters to universities around North America and recognized that given both of Jon's degrees were from the U. of A. they ought to leave Alberta for his doctoral studies. Beginning with summer school, it would be in Oregon that the partners would spend the next two years. And just like their lives had been since marriage, the two considered Jon's work through his doctoral program to be another venture together in partnership.

They returned to Edmonton two years later and Jon resumed with his full-time continuing job at the U. of A. only to be swept up by plans for the Commonwealth Games. Prior to this time Jon's partner had done a lot of work in sports generally through work in schools and coaching and had then gone further to receive credentials as a national level judge in gymnastics. As a result of this, they were asked to assist in planning the 1977 National Gymnastics Championships in Edmonton. This event was a part of the pre-games planning and testing of the facilities for the Commonwealth Games.

Through that experience, Jon was asked to take on the Deputy Chairmanship of the Sports Division for the upcoming games. Both partners were intensely involved in this event. Subsequently Jon's partner withdrew her involvement for the time being. The two knew that Edmonton's hosting the world Universiade Games shortly after would mean it was Jon's partner's turn where Jon "backed off and became Mr. Mom." Jon described these events, and a lifetime of others, and how the two planned for them as "typical of our work during that period of time."

In addition to lifetime commitments to the world of sports, Jon and his partner became very active in their community, its church, and when the boys entered school they became very involved in the lives of their sons in schools. With young boys in school, Jon's partner later returned to university as she desired to move away from extraordinary commitments of coaching as a part of teaching physical education. Hence, she completed what was the first double area of specialization in a diploma program and then returned to teaching in Edmonton Public Schools. The boys continued successfully through school and Jon's partner enjoyed a new direction in teaching. Jon's academic career became well established at the U. of A. and when asked to consider the several administrative appointments at the U. of A. and a secondment to Alberta Advanced Education, all final decisions were made in consultation with his partner. "The support and, at times, pushes from my partner, all fostered my career greatly" Jon remarked as we concluded our conversation. Jon's partner continues to teach but together they have planned that this may be the last year of teaching. In the spirit of their lifetime way of planning, the two plan to have family (including a recent grandson) remain a focus in their retirement.

Health and taking care of each other, Jon lists as the other focus of the partnership.

The Learner

While I have known John for nearly a decade as an Education professor, I knew little of his early years as a classroom teacher and beginning professor. Prior to beginning our conversation formally I had given John a copy of the interview guide and we had already talked considerably about his story and how it might fit into my research project. Our discussion seemed to pick up on a conversation we had well before the interview. I constructed the following as John's story.

John "the Learner"

As I read through the transcripts from our conversations, I thought John's story of going to school and deciding to become a teacher sometime in grade 11 seemed almost like a piece he could have used in his doctoral research where he studied the portrayal of school life and teachers in the Western Canadian Prairies. John went to a one-room country school house in rural Saskatchewan. With a big grin, John boasted that when he started school he was the smartest student in his grade. He then admitted that for several years he was the only student in his grade. What he remembered most from his experiences as a student was how he learned to learn independently and how he came to love learning early in his school experience. John's quest for learning was shared with two interests: reading and sports. By the end of grade six John had attained his goal of reading every book in the school library; the last book he read was *Moby Dick*. The school library consisted of a large bookcase at the back of the classroom. About the same time, books became more accessible to John as "traveling libraries, collections of 70 or 80 books, packed in boxes, would travel between country schools and stayed at each

school for six weeks. His love of reading and knowing that the collection would leave in six weeks spurred John on to read as much as possible.

School seemed a comfortable place for John and he really liked going to school. Despite what he said about being the best but only student in his grade, John was a very good student. These factors were the major influences for John in deciding to become a teacher when he was in grade 11. However, there was another factor that influenced John to become a teacher and that was his family's economic position. John mentioned that he had come from a rather poor farm family and so when given some choice as to how he was going to spend his work life, John knew he did not want to become a farmer and knew the family farm would be in the good hands of his brother. John was a bright student who had the ability to get admitted easily into, and then excel in, university. However, his family simply did not have the money for John to spend four years in university earning a Bachelor of Education (B. Ed.) degree, which, at the time, was one of two routes one could pursue to become a teacher. Hence, the appeal of the one-year Teachers' College program in Saskatoon made John's choice of route an easy one. Even so, financing a one year program took some planning and arranging. John's father made arrangements to borrow $500.00 from the local school unit, and in doing so, John made a commitment to return to the area to teach for three years upon completion of the program. After that time, the loan would be forgiven. John's father came up with another $200.00 and together with his brother's near life savings of $300.00 John had just enough funds to cover the cost of going to Teachers' College. As fortune would have it, for the first time ever, the Saskatchewan Government of the day announced the awarding of university

entrance scholarships. John's grade 12 final marks were excellent and he was subsequently awarded a $500.00 scholarship. This was great news as not only did John not have to borrow from the school unit, he did not have to make the three year commitment to return to the unit to teach. This was a significant change of plans for John as he could now begin teaching wherever he wanted.

Teaching appealed to John for many of the reasons that it appeals to others (e.g., working with people, making a difference, a respectable profession, good working conditions, a valued profession, and a love of learning and helping others learn). At that time it was also relatively easy to get a teaching job in that after graduating from Teachers' College one could almost pick where one wanted to work in the Province of Saskatchewan. The time required to become a teacher also appealed to John for, in just a year, he could be making what, from his perspective at the time, would seem to be lots of money. He also knew that after attending Teachers' College, which provided an interim certificate, he could go on to earn a Standard (permanent) Certificate by taking five university courses.

The Standard Certificate counted as the first two years of a four year B Ed program. Going to university had long been a dream for John. Trying to live that dream, at one point during high school, John even explored the Regular Officers' Training Program where the military would pay the tuition for attending university. His exploration was clearly aimed at finding a way to attend university rather than to experience military life. In the end, John decided to attend Teachers' College. John knew that it was not really a long-term commitment in terms of the time it would take to

prepare for the profession of teaching. Moreover, the thought of going to university after beginning to teach held much appeal for John. More than a love for teaching, John's love of learning would set him off in the university direction. John especially liked the subject matter of school. His love of reading and literature continued. He also really enjoyed, and was very good at, math. In a one room school house learning to learn independently was key to success. John also frequently experienced being in "teaching" situations as a student in a rural school. "When you didn't know how to work through a problem and the teacher was working with other students in other grades, you often asked other students for help." John's classmates would often turn to him for help. A high school memory for John concerned the teacher trying to explain a theorem to a student. After three attempts the teacher asked if the classmate now understood the task. Calmly, the classmate replied, "No, but that's okay. I'll ask John later."

John's description of walking or riding his bike two and a half miles each way to the one room country school from grades one to eight sounded like stories I was told by my own parents. It was good timing and fortunate that school buses came through just as he was going into grade nine, which was the first year of high school in Saskatchewan. Centralization was new to the community and significant for John as it meant he could attend high school and still live at home. His sister, three years older than John, had to board at someone's home in town to complete high school. Such would have been the case for John had the buses not come to rural Saskatchewan.

As had been the case for my own father, John's brother quit school by grade nine to work on the family farm. Centralized schooling, which brought together eight or nine

rural schools into town, a system of busing, along with some of the first issued government scholarships, all came at the right time; John might never have had the chance to pursue higher education had it not been for such developments not only in his own life but also in the evolution of school systems in the Province of Saskatchewan.

John's high school experience was really not that much different than that of his elementary expererience in that the high school he attended consisted of two rooms. And like his previous school experience, multigraded school rooms meant the teacher could spend very little time with individual students and at times, not even with entire grade levels. Lack of teacher time was not a problem; John's experience in multigraded classrooms enabled him to work well in an independent way, a factor which he describes as another reason for becoming a teacher.

High school finished, John went on to Teachers' College located in the city of Saskatoon. He was now 160 miles from home and was away from home for the first time. John recalled how strange it seemed after living in a small community to be walking down the street in a big city like Saskatoon -- "seeing so many people on the street yet not knowing a single one of them."

In some ways going into teaching was a comfortable thing to do for John because a school environment was something that he had always been familiar with. Adjusting to city living didn't really seem like a huge step because after only one year, John could move back to a small town to begin teaching. At the time, John had no further goal for university work other than completing the five courses necessary for permanent certification and maybe eventually completing a B. Ed. At this time, the thought of

graduate work simply did not exist.

The choice to become a teacher seemed easy for John yet it was not his childhood dream. John's childhood fantasy was to become a professional baseball player and play for the New York Yankees, even though the closest he came to seeing even a semi-professional game was listening to radio broadcasts of the North Battleford Beavers versus the Saskatoon Gems. Today he jokes that he is moving toward this dream, but had to wait until retirement before going into full-time sports. In retirement he spends very little time on the campus where he had spent many years as a professor. Instead, he now curls or plays softball at least three times each week. During the summer he adds golf to his enjoyment of sports. John has reached his goal of becoming an athlete but as he said it "I just had to put it off for 50 years."

While the decision to become a teacher was clear to John, deciding on a subject area was more challenging. John was good in all subjects in school and the teacher education program at Teachers' College was generalist in nature; a total of 17 courses (nine before Christmas and eight after) which covered all the areas that would prepare teachers as elementary generalists. John claimed that "after completing Teachers' College I had the sense that I could teach anything to anybody." Yet later, after declaring a major and minor area of study, and an honors' degree in English he could no longer think of himself teaching anything but a specific subject. John declared, "It seems the more you know about one subject, the more you realize how little you know about other subject areas."

The year of Teachers' College went by quickly and nineteen year old John moved

to Milden, Saskatchewan and began teaching a grade six and seven class. John enjoyed the company of his students and was frequently called on to participate in a game of softball, soccer, or volleyball after school with his own students. A love of sports and being with his students was a perfect way to pass his free time. And just like his team mates who would be called in from play by their mothers at suppertime, John would be called for supper by his landlady. John had excellent relationships with his students, whom he held in very high regard as "really nice small town kids." He recalled this time to be one of much enjoyment. John talked with great fondness about receiving his very first month's paycheque of $167.00 and wondering "what on earth I had done to deserve so much money." Living in a small town enabled him to save enough money to buy a used car and to take a year off after his second year of teaching to attend university. During his first year of teaching, he completed a university course by correspondence in introductory English. John continued university studies by taking a history course during his second year of teaching. Taking courses by correspondence, especially English, was a major influence in John becoming a professor of English Education. Every two weeks, he submitted between 15 and 30 pages of essays on literature which he studied on his own without the motivation or help of classmates or a professor. Teaching full time gave John only one evening each week to commit to his studies. The first week's evening was spent reading and the second was spent writing. John received much positive feedback from the professors who read and graded his work. Considering that this work was completed entirely on his own, John was especially pleased. Working this way seemed to fit really well with the manner in which he experienced much of his rural schooling –

"doing it by yourself and being an independent learner." Moreover, John claimed that he got in touch with the literature without an intermediary between learner and the literature telling him what to think. This experience was key to how John responded to literature and became the cornerstone of his philosophy of teaching literature.

Completing five university courses while teaching earned John a permanent teaching certificate. Completing another 10 courses (both full time in university and by correspondence and summer school while teaching) enabled John to complete a B. Ed. degree. With five more courses, John completed a Bachelor of Arts (B. A.). While on campus, John enjoyed his year immensely. He had achieved his dream of going to university and completing a degree. He returned to enjoy teaching, this time at the high school level where he was still not really that much older than his students.

John did much of the school's coaching for both the girls' and boys' volleyball and basketball teams which meant late night bus rides back from other places in rural Saskatchewan for after-school and evening games. Late at night, upon returning to his own room, he would begin his lesson planning and marking for the next day. Exhausted from the length and excitement of the day, John would often fall asleep while preparing for the next day leaving his landlady to come in, shut off his light, and send him to bed. It was often two o'clock in the morning. Such a pace did not wear on John, for as long as he was single, that was his life – teaching and playing sports with his students as well as playing baseball for the local teams.

John's last public school teaching assignment was in high school where he taught Physical Education, English, and Mathematics. John enjoyed the variety of teaching

these three very different subjects, but the reading and marking required for teaching English, combined with the extracurricular expectations that come with teaching Physical Education, made his load particularly heavy.

John married when he was 22 years old at the end of his third year of teaching. He found that he had to cut back on some of his time he devoted to students. Grinning, as he put it, "there were other things that had to be taken care of." John and his wife had met during summer school in university and were both teachers some 40 or 50 miles apart. Late evenings continued, now for reasons other than sports, as John made trips to visit his soon-to-be wife a couple of times each week until they were married. Even when married, travel continued as they were not permitted to teach in the same school because of a school district policy. John continued to teach high school in Viscount and his wife got a job, nine miles away, in Plunkett. Having completed his B. Ed. and in his fourth year of teaching, at the age of 22 John became vice-principal of the seven-teacher high school.

John struggled to find anything significant to comment on concerning the question of frustrations with his early teaching days. One of the things that he did find frustrating during his first year of teaching probably related to his own background and learning experiences. When he was teaching grades six and seven, as soon as his pupils did not get a problem, they would immediately put up their hand and expect the teacher to come around and solve their problems for them. This student behavior was new to John and it took a bit of getting used to because having gone to a one room school he always figured that if you didn't get a problem, you worked on it for a while on your own, or sought

assistance from another student. Now as the teacher, John came to realize that the kids wanted the teacher to solve their problems for them. One of the things John thought was really important in teaching at every level right through graduate school was trying to instill independence of learning.

After a couple of years of teaching elementary school, John moved to teach at the secondary level. One of the reasons for making this move was that John wanted to experience teaching more challenging material. The other reason he wanted to move was his continued great interest in sports. Becoming involved with sports at the high school level would mean working with students and sports in perhaps a more serious way and clearly at a different skill level. The move proved to be a good one for John as he completely enjoyed the combination of teaching high school Math and English (fulfilling his desire to teach more challenging course material) and becoming really involved in coaching high school sports. At this stage of his career, John was not sure which of the three subjects (English, Math, or Physical Education) he would go on to specialize in.

While continuing with his university studies, John recalled vividly the day one of his professors called him aside after class and asked if he had ever considered going into the English honours program. Up to that point John had not decided to do an English major in Education let alone an English honours program. The professor's comment made a lasting impression on John. John recalled,

> These few words of encouragement got me to seriously consider graduate work in English which later opened the possibility for me to become an English educator. This single event, probably soon forgotten by the professor, may in fact have been responsible for me teaching English and English education for the rest of my career.

John experienced few frustrations with school teaching – they were simply small compared to the joys. John enjoyed teaching as much as learning and only on rare occasions did he become frustrated with students who became overly disruptive or those who seemed not to respond the way John expected. "If all students could just play along we could really have some fun."

The next year, John moved to his third school where he taught mainly high school English. Here he came to discover, in a disappointing way, that students were used to preparing for departmental exams by studying exam questions from previous years. That was how they wanted to experience Shakespeare and other aspects of the English courses they were taking. And that was how their previous teacher of English taught Shakespeare. John brought with him many ideas and activities for teaching English; he had such interesting and exciting things that he wanted to do with *Hamlet*. But his students did not understand this approach and still wanted just to study last year's exams. What John realized was his other frustration in teaching; how exams and grading can get in the way of the joy of teaching and learning. At this time, John was also developing a concern for methodology of teaching English, which would become the focus of his graduate work and later career.

In 1966, John returned to university. On the basis of his B. Ed., he won a Province of Saskatchewan graduate scholarship. This enabled him to take leave from teaching and work on his Master of Education (M. Ed.) degree and, at the same time, continue working on his B. A.; a program John had yet to complete. He also had taken the advice of the professor who encouraged him to enter the B. A. Honours English program which would take an additional year after the regular B. A. John spent the following two years at the University of Saskatchewan working at both the undergraduate and graduate levels. He had won the scholarship from the Province which supported him in his first year and later received a graduate fellowship which enabled him to remain for the second year. During the two years he completed his M. Ed. and B. A. programs. He also got about half way through the final year of the B. A. Honours English program. It was during this time, specifically in his second year of graduate school, that John became interested in teacher education. The opportunity to teach in a teacher education program as a part of his graduate fellowship was John's initiation to becoming a teacher educator. His new interest in teacher education was not expected as his intention of returning to university was not to become a teacher educator but to return to the school system with a Master's degree in Education.

While John was working concurrently on his M. Ed. and B. A. Honours degrees, the Head of the Department of English in the Faculty of Arts, Dr. Cherry, agreed to be an examiner for John's thesis. At the same time, John began his search for teaching positions back in the school system. He approached one of his English professors to write a letter of reference in support of his application. The professor's reply surprised

John; "What about our job offer?" The professor continued, "Doug Cherry and I thought you would be a fine instructor in our freshman English program." The professor suggested to John that he phone his wife to see if a letter from the Department had arrived. John did so and in fact a letter had arrived. John was surprised to receive an offer to teach in the Department of English in the College of Arts and Science at the University of Saskatchewan. He had not applied for a job at the University. In fact, never in his wildest dreams would he have considered himself even a qualified candidate. At that time all of the other instructors in the Department had completed or nearly completed a Doctor of Philosophy degree (Ph. D.) or, at the very least, had a Master of Arts (M. A.). And all had considerable academic preparation at the graduate level in English, not Education. After all, the appointment was in the Department of English. The full-time position was ranked at the instructor level which meant that it was for a period of three years and was terminal. Its intent was to bridge graduate studies with tenure track positions or to enable one with a Master of Arts degree to then pursue doctoral work. The motivation of the Department in making the offer was interesting for John. He learned that Dr. Cherry had long felt that there was too great a divide between high school English study and that of the university. It was the vision of the Department to bridge the gap they perceived and provide a clearer articulation of curriculum from high school to university. Having a high school English teacher in the Department was thought to be a good thing. John was in the right place at the right time. With great delight and enthusiasm, John took up the challenge and immediately connected positively with teaching at the university level. After completing only two of the three years of the

contract, John knew that he wanted to continue to teach at the university level. While he was anxious to begin doctoral work he recognized that other sources of funding would have to be in place after his contract as an instructor was finished. During his second year of the contract he made application for some major scholarships including a Canada Council Doctoral Fellowship which was the equivalent of the Social Sciences and Humanities Research Council (SSHRC). John had applied early not expecting to get anything on the first application and hoped to be successful later as his three year contract ended. To his great surprise, John was thrilled to learn that his first application was accepted. Being granted the Fellowship a year earlier than expected caused some degree of concern for John and his wife. Their two young children and a newly purchased home had to be considered in the decision making process. In any event, with much support from his wife, John and his family decided to make the move.

The time between expecting to return to high school teaching and uprooting his family to begin a doctoral program seemed relatively short. His decision to become a teacher educator seemed to be more of a "drifting" rather than a deliberate decision. Drifting or not, John did realize that through his experiences in teaching full-time in the College of Arts and Science and part-time in the College of Education as a teaching Fellow and then during summer sessions, he knew that he wanted to teach at the university level.

Another event occurred when John was a graduate student that had a considerable influence in his "drifting" into teacher education. John had won another scholarship, The Hannon Honours Travel Scholarship, while at the University of Saskatchewan. The

Scholarship was named after its donor, Judge Hannon, and was intended to be used solely for the purpose of travel. Prior to his passing away in the 1930s, Judge Hannon, who lived in Regina, had the idea that for most people living in Saskatchewan at the time there was little opportunity for travel, even outside of the community of residence. In his will, Judge Hannon established a scholarship which, upon the passing of his wife, would enable a B. A. student graduating with high Honours, living in Saskatchewan, to travel. The year that John completed his B. A. Honours degree in English, the widow Hannon passed away. John was the first recipient of the Hannon Scholarship, the intent of which, according to Judge Hannon's will, was "to find your own place in the world." This was an exciting time for John and his family. He decided to use the award, and its good timing, to travel through Eastern Canada and New England where he visited many universities. At the time, he was considering a doctoral program and his visits to universities were intended, in part, to check out programs and to explore his admissibility into programs. Interestingly, John learned that when he inquired with Departments of English, their response to his academic record was viewed favourably but it appeared they would consider only John's work in the B. A. Honours English program and would not take into consideration any of the work, not even at the graduate level, he had completed in the Faculty of Education. His travels to Eastern Canada and United States came to an end. And even though he was disappointed with the responses he had received about doctoral programs, he and his wife were thrilled and inspired by the beauty of the Maritimes. Both desired to return and perhaps even live in this part of Canada some day.

Upon returning home, John made a visit to the University of Alberta (U. of A.),

specifically to see Dr. Earl Buxton who at that time was the senior curriculum and instruction professor in Secondary English Education. Dr. Buxton reviewed John's record and John learned that should he apply to the University of Alberta, the Faculty of Education would count all of his previous university coursework. Still interested in Arts English courses John asked about taking courses from the Faculty of Arts while in an Education Doctoral program. Dr. Buxton's response was more than favourable; he indicated that the two Departments were completely supportive of English Education students taking courses in both Faculties. Upon John's being admitted to a Ph. D. program in the Department of Secondary Education, Dr. Buxton saw to it that he was registered in as many English graduate courses as he desired. Dr. Buxton personally believed that anyone who completed a Ph. D. in English Education should have graduate courses, at least at the Master's level, from the Department of English.

It was a series of events that began to solidify John's career path to become an English teacher educator rather than the path that would have taken him to complete a graduate degree in English. John's decision became even more clear when he considered his wife and young family relative to the amount of time (several years) to complete a Ph. D. at an American university or to pursue a Master's degree then Ph. D. in English. The decision had been made and John was never to regret having completed a Ph. D. in Education rather than English.

John's initial interest in the U. of A. was based on an awareness of the excellent reputation the University had achieved. From his research of doctoral programs John learned that in the late 1960s the U. of A. had conferred more Ph. D. degrees in Education

than all of the rest of the Canadian universities combined. Though the two had never previously met, John's respect for Earl Buxton flourished right from the point of their first meeting. Today he recalls that if there was anyone that he held as a role model in the way of working with graduate students, it would be Dr. Buxton. From Earl Buxton, John realized that as a graduate student you will work hard and that learning is reciprocal; "no longer were students just expected to sit and listen to the professor." The seminars that Dr. Buxton conducted, in which John was a learner, were characterized by an atmosphere of warmth. While John's previous experiences in English seminars were intellectually stimulating, their tone was frequently one of competition between learners where class members seemed more inclined to challenge rather than support each other. Some seminars in the Department of English at times "seemed more like courtrooms" rather than classrooms, where one "built your case by battering down others." Another characteristic that John admired about Dr. Buxton's teaching was his ability to bring out the best in his students. One of Dr. Buxton's students once asked him "how is it that every time you ask somebody a question or ask students for a comment they always have something wonderful to say?" Dr. Buxton replied, "It is in their eyes. You just watch their eyes when you conduct a seminar, and you can tell when someone has something interesting to say." From this, John learned how Earl Buxton became so effective in drawing people's thoughts, questions, and ideas out. Reaching all students was always important to John. From Dr. Buxton he learned that a sensitive teacher can tell when even the shyest of students would have the courage to say something brilliant rather than being embarrassed by being asked questions when they have nothing special to offer.

Student housing at the U. of A., namely the facilities available for families at Michener Park, was also appealing to John and his family. The housing facilities which were relatively new at the time were good for married people. Given the subsidies available during the "Lougheed Years," student housing in Alberta was also affordable for graduate students and their families. With his Canada Council Grants in hand ($4500.00 for the first year and $5500.00 for the second) John and his family moved into Michener Park and were able to live relatively comfortably (for university students) while John progressed through his doctoral program. During the first year, their income was supplemented by his wife, doing some part time teaching at Michener Park Play School. Her salary was $90.00 per month and from that she paid the baby sitter $40.00 per month. Their home was one of the townhouses that surrounded one highrise complex. Their new home had everything they needed, all for about $150.00 per month. The living was comfortable and was enriched by meeting some great new friends who lived in the same complex. Given that they were all in the same situation financially, graduate student families came together socially and created their own entertainment. John recalled the many barbeques and block parties in their collectively kept backyard. As all of the residents had children, it was an especially healthy community for them; children playing with each other from all nationalities and ethnic groups.

In just 25 months, John completed his Ph. D. program including his final oral defense. The experience was completely enjoyable for John. Unlike his Master's experience, where he floundered to come up with a research topic, John knew prior to his program's commencement what his research idea would involve. While still at the

University of Saskatchewan, as a part of his application for a Canada Council Fellowship, John had constructed a brief research proposal he would later use as a basis for his Doctoral Candidacy. Such experience enabled John to advise his own many graduate students, especially those who wanted to get through the program as quickly as possible to get started early on their research topic. John did not teach university classes during his doctoral program. Since he had had considerable teaching experiences in more than one faculty prior to starting his doctoral work, he was able to forego more teaching opportunities, which allowed him to focus on completing courses, and to move quickly into his own research. John's research topic developed easily from his Canada Council Grant application. He was also pleased that he had managed to find a thesis topic that allowed him to study in both Education and English. When he was taking a Canadian literature course in English he came up with the idea of studying the portrayal of teachers in Western Canadian literature. This idea created the opportunity to read over 300 Canadian novels which were all set in Western Canada. About one third of those had teacher characters in them; schools, because they were the social centre of the community, seemed often to be the centre of the stories situated on the Canadian Prairies. While other graduate students studied physics or were immersed in some other rather heavy theory, John was the envy of his graduate student colleagues as he read fiction with pure joy and at a good pace. However, he was the only Education graduate student at the time who was required to study for and pass a second language examination. Dr. Buxton never explained why he imposed this extra requirement – perhaps it was because he thought John was having a more enjoyable time than was appropriate for a Ph. D.

Candidate. More likely, however, since John had chosen to do an English/Arts style Ph. D. dissertation, Dr. Buxton imposed a requirement from the Ph. D. English program.

Having had positive experiences teaching at the university level, John knew at this point that he did not intend to return to teaching at the high school level. But the 1960s boom of university hiring had now passed and John did not entirely forget about teaching in high schools. Instead, returning to high school teaching became his backup plan. Near the end of John's doctoral program he began looking for university employment. John's proactive approach to this task meant that he sent his curriculum vitae to every university in Canada regardless of whether or not a position was advertised. John's effort was met with little encouragement. It appeared that there were no job vacancies in John's field at Canadian universities. Just as he was starting to become despondent with the number of rejections he was receiving, John suddenly received word of interest from the University of New Brunswick. In that particular week, Harvey Malmberg decided to leave the University of New Brunswick to become the Deputy Minister of Education in that province. Professor Malmberg had been teaching English Education and curriculum theory courses at the time of his leaving. It was that week that the University had received John's application; the University had not yet even advertised the position. On a bit of a down side, it was also the same week that John broke his nose playing basketball and he was afraid that he would have to appear at the job interview with his nose in a cast. However, without a cast and just tender-nosed, John was successful at the interview. He spent the next three years as an Assistant Professor at the University of New Brunswick. John's first two years were each one year appointments, as he filled positions

for others who were on leave. In his third year, he joined the permanent faculty.

John's time at the University of New Brunswick was rewarding to him. Life in that part of Canada proved to be everything John and his wife had imagined it would be. The two were completely happy with their move. Interestingly John and his wife were now at a place where they had once dreamt of being when traveling on the Hannon Scholarship. Also interesting was that during his third year, the Department Chair took a sabbatical leave. For a variety of reasons, the department seemed unable to come to a consensus on who the Acting Chair might be from among those professors who aspired to the position. With only two full years of experience and 33 years old, John was chosen unanimously as Acting Chair of the Department. Since he was the youngest person on staff, such an appointment took John completely by surprise, particularly because he had neither aspired to, nor applied for, the position. Life was good – friendly people and a good sense of community – for John and his still young family. Yet, just as things began to settle, a position became open at the U. of A. And more rare than common, the position was at the Associate Professor level. Though Acting Chair of a department, John was still at the Assistant level and thus the advertisement from the U. of A. appealed to him because it represented a promotion in both rank and salary. Shortly after learning about the position, John received letters from senior staff in English Education at the U. of A. urging him to apply for the position. A tough decision John faced – to consider an opportunity for advancement at the cost of leaving a place where he had been well received and treated and where he and his family had enjoyed living immensely. At the heart of his decision making was the question of whether there would ever be another

opportunity to return to a place that was closer to home – proximity and landscape – at a middle rather than beginning rank level. A promotion, increased salary, and being closer to home (where John and family were not able to visit as often as they would like), were factors in John's decision to apply for the position at the U. of A. Another appeal of the position was that John would be working only in English Education, whereas at the University of New Brunswick he had been teaching in an array of subject fields including curriculum theory, sociology of education, and English Education. He also was interested in working with students at the doctoral level. Shortly after making the application, John took a telephone call from Dr. Gerald Berry who was at the time the Head of the Department of Secondary Education at the U. of A. Expecting perhaps a call to arrange for an interview, John was struck and surprised to learn that Dr. Berry was calling to make an offer of employment. The conversation neared its end with just a small amount of salary negotiation. Dr. Berry named the figure two steps up on the salary grid at the Associate Professor level. John suggested rounding it up to the next hundred dollar mark. John was not really comfortable talking about salary but his counter offer was accepted and he was pleased with his negotiation though it turned out to be for about $33 in his favour. Dr. Berry must have been chuckling as he hung up the phone. While known by all in the Department for his doctoral work three years earlier, John remained surprised that there had been no interview. He contrasted this hiring process to what beginning professors today experience in applying for and getting tenure track positions.

There were no major implications (financial, lost pension, difficulty in transferring or buying back prior pensionable service) to John as he moved to teach at the

university level. Prior to his first tenure track appointment, he had already, in a sense, taken the risk and associated salary implications by taking the job at the University of Saskatchewan. And at that time, during the spring and summer, John was able to recoup lost salary that he may have made as a high school teacher. Being a university instructor meant only making about 75% of the salary of a high school teacher with a Master's degree. Thus, John had already paid the dollar price of leaving teaching. As related to pensionable service, everything worked out in John's favour in that he was successfully able to either transfer or buy back at a very cheap rate, his prior service including that from the school system, the University of Saskatchewan, and the University of New Brunswick. John's combined years of service would enable him to retire at the age of 55 with 33 years of pensionable service. Many of John's colleagues could not speak of such luck, especially those who began their teaching careers in other countries.

While John's new life as an academic was good there was an aspect of teaching in small towns in rural Saskatchewan that John missed dearly. This was the interaction between school life and the larger community life of small prairie towns. It was this sense of community – working with children in and out of school, coaching, ball games after school – that John missed with teaching at the university level. He enjoyed university students but was somewhat troubled when he thought about their interaction with the learning experience – they came to class (most days) and left at the end of the period. Rarely did the professor see students again until the next class. The lack of a sense of community – between teacher and learners inside and outside of the school – was what John missed most about teaching at the public school level.

On the other side of thinking about the move to university teaching, John really enjoyed teaching English Education. He was particularly enthusiastic about courses that directly prepared university students for student teaching. During the Integrated Professional Terms (on-campus coursework combined with student teaching), this time allowed Education Curriculum instructors the opportunity to be with students for three hours at a time each day for five or six weeks. Here John got to know his students and the sense of community involvement that he missed was replaced by these experiences though clearly not in the same way (there still were not ball games after university classes). It was clearly this form of interaction with students that John enjoyed most and he had no desire to experience teaching in a large lecture theatre with hundreds of students.

In a similar way, John enjoyed working with his graduate students. The one to one experience was John's ideal way of teaching. He was most enthusiastic about teaching when people were there to learn to learn. John felt fortunate to be teaching senior undergraduate and graduate courses in English education because the students were working in their chosen field and were therefore more motivated and committed than they might be in other university courses.

Another positive aspect of teaching in a subject area in secondary education was having the feeling that as an educator, one is influencing the way the subject is being taught at a provincial level and beyond. As a Professor and English Educator, John worked with provincial curriculum committees and helped write curriculum. With his colleagues, John edited textbooks and developed teacher resource materials that were

used in school systems. On campus, John worked at preparing student teachers for well over 20 years. The combined work with students and curriculum enabled John to have a widespread impact on English Education in the province of Alberta. Yearly, when attending the English Specialists Council Conference, John was struck in a special way to see a room filled with hundreds of teachers. many of whom he had worked with on campus and in schools. It was the hope that one made a difference – to teachers and their students – that brought John the most satisfaction in his university work.

John's work with students continued during their student teaching. He enjoyed working with student teachers, specifically seeing the work and ideas talked about on campus being tried and put into practice in schools. At both the University of Saskatchewan and later in Alberta, John worked with student teachers in English but also across subject areas. While he enjoyed working with all student teachers and just being in schools, it was his work with student teachers teaching in the area of English that John enjoyed most. "For when you are working in your own subject area you can think of many ways to teach a lesson or concept."

On the topic of research, John worked on research projects in response to literature and investigating the process of written composition. Such areas were stimulating to work in. As a part of his program, John taught courses in creative writing and the approach he used was to co-write with his students and to workshop all of their writing together. It was through this research that John was most stimulated to do his own writing.

John experienced few frustrations with university work but when asked, described

a frustration with marking and issues of assessing student work. Incidentally, such was a concern for John when he was teaching in secondary schools so to cite such as a frustration with university teaching might be unfair. In any event, John took great care in how he responded to his students' work, especially given the thought and effort they put into their portfolios. He wanted to approach the assessment process in a manner that was nurturing to his students as writers and which would not cause hurt or discouragement. In assessing each portfolio and designing appropriate feedback, John would spend at least one half day on each student's work. Days of work that John really believed would make his students better writers ended every university year with some disappointment when some students just didn't bother to come by and pick up their work. Some students seemed only interested in their final grade which they would receive in the mail. With a self-deprecating chuckle John said, "Some cared not at all about the profound bits of wisdom that were intended to help them become great writers." After 30 years of teaching, John, the idealist, still seemed surprised that many students were motivated by marks rather than a love of learning.

John felt a slight uneasiness with the thought that he was often the last person student teachers had contact with prior to beginning teaching. And though the students had many other education and other content courses, it was the person who taught the Curriculum and Instruction courses and coordinated the Integrated Professional Term who would bear the brunt of criticism from the field when a student teacher was not meeting the expectations of the profession. While this did cause John some concern, it also "kept us (professors of education) on our toes."

A final area of concern with university teaching came for John late in his professorship. As was the case with many large, research intense universities, the U. of A. seemed to hold research as its primary goal at the time that John was in his final years of work. In particular, the University's desire for an international research reputation caused John to wonder about the contributions being made to the University through undergraduate teaching and student teaching and how such activities seemed not as highly valued as were the more visibly recognizable and reputation building pursuits of the University. "I kept thinking, isn't it more important to focus on doing a good job rather than achieving a big reputation. Our purpose seemed to turn to gaining a reputation rather than letting the reputation come to us as a result of our work." However, in the bigger picture, events such as the emphasis on the Maclean's magazine ratings served only as "minor irritations" for John.

"I guess when I look back over my career, I can't help but think that this has to have been one of the best jobs I could have had", explained John as we concluded our conversations. John began his career as a university professor (though he calls himself a teacher who moved from elementary to secondary schools to university teaching) in 1972 at the University of New Brunswick and moved the to U. of A. in 1975. On a golf course today, when asked what he did for a living, John replies that he taught at a university. John became Full Professor in 1981. His advancement was relatively quick. Through John's own assessment of his career as a teacher, there were a lot of things that have been good timing in his life. From school buses coming in time so that he could easily go to high school, to the first Saskatchewan government scholarships, the Hannon Scholarship

for travel, and the Canada Council Grant that financed John's way through a doctoral program, these were all things that seemed to land before John at just the right times.

John held several administrative appointments during his time as a professor. In addition to his first appointment as Acting Chair at the University of New Brunswick, John was an Assistant Dean of Field Experiences for four years at the U. of A. During the last two years of his tenure, he was first Associate Chair and later Acting Chair of the Department of Secondary Education. He had held the appointment of Field Experience Coordinator a few times. All of the "appointments" were just that for John, in that he never actively sought them out (the word "arm-twisting" came up in our conversation), nor did he ever apply for an administrative position or appointment.

After retirement John wanted to demonstrate to himself that he loved his job so much he would do it for free. So, in the fall term following his retirement, John continued to teach a graduate level course. He volunteered to teach the course because he wondered whether leaving the university would be a difficult transition. After just one term, John had lived up to his claim of teaching for the love of teaching and found that the transition to retirement was easier than he thought it would be. John continued working with several graduate students who he was supervising when he retired. John was in his fourth year of retirement when his last doctoral student completed. Today, other than coming back for the occasional wine and cheese party, John's returns to campus are generally for visits rather than work related. John maintains many of his

collegial relationships, now turned friendships, through curling during the winter months and playing ball and golfing with some of them in the summer months. A childhood dream of becoming an athlete has come true for John.

The Adventurer

I have known Gordon since February or March of 1993 when we began working together in Undergraduate Student Services at the University of Alberta (U. of A.). The intensity of our work drew us together and a friendship developed from our working relationship. Gordon retired from his academic appointment at the U. of A. in 1997 and continues to work part-time on a contract basis for the Faculty of Education where he spent nearly all of his academic career. We continue to share a good friendship.

For Gordon and his family, the U. of A. is an important community, a place where he spent many years as a professor. Today he remains active – working part-time, enjoying campus athletic events, theatre and music events, and campus facilities with family and friends. Saturday mornings for brunch at the Faculty Club have become a family tradition. Just before Gordon's retirement, he and his wife moved to a residence which nearly borders the U. of A. campus.

As I prepared for this study, Gordon was a person I really wanted to work with as a participant although I was nervous about asking him. It seems the better I knew a person, the more difficult it became to have him participate in a research project that focused on his life. I know Gordon to be thoughtful, articulate, and intelligent. I also knew that his story would be interesting and informative. As was the case with the other participants in my study, I did not know a great deal about his early days of teaching, his graduate work, and his earlier days of being an academic. I wanted to learn more about Gordon, the teacher and scholar. I wanted to learn more about Gordon, *the Adventurer*.

Gordon "the Adventurer"

It was in high school that Gordon first started thinking about teaching as a career. In many ways it was a natural choice because teaching had been the career of others in his family. Gordon's mother had been a teacher in small-town Saskatchewan in three or four communities in the vicinity of Saskatoon, for about seven years before she married. She met her husband while teaching in a community two hundred kilometres from Saskatoon. During the late 1800s until 1930 Gordon's maternal grandfather taught near Dauphin, Manitoba and the family lineage in teaching (in the sense of a career) seems to have ended there. On Gordon's mother's side of the family, teaching and education were seen to be very important. Gordon's father worked on the railroad and was also strongly supportive of education. So, when it came to thinking about career choices in which his family had been engaged, the two for Gordon appeared to be teaching and working on the railroad.

Up until high school, Gordon had not thought a great deal about what he wanted to do with his life. He was very much involved with school activities – especially sports – and enjoyed going to school very much. Gordon lived, and went to school, in the City of Saskatoon. Though located in a major city, the high school that he attended was not large with about 400 students spanning grades nine to 12.

Gordon's high school counselor, Bill Manning (Ernest Manning's brother), turned out to be a key person in encouraging Gordon to think about career possibilities. Bill Manning was not an overly charismatic person (unlike his brother), but was nonetheless quite effective as a teacher and counselor. Like his brother, Bill Manning was a politician but he was a Liberal and not nearly as successful as his brother. Though not Gordon's

idea of a teacher role model, his counselor was a "civic minded-person with a good soul." Mr. Manning was a conscientious teacher who assigned Gordon, then in grade 12, to consider possible careers by completing a task which involved researching and writing about a career which Gordon could see himself pursuing.

Specifically, the assignment was to identify a person who was in the career that Gordon was contemplating. The person would be interviewed in order that each student learned as much as possible about the career under consideration. Gordon chose teaching for the assignment and chose a teacher who taught him in grade nine; the two were still in close association with one another. Gordon was an avid basketball player and the teacher he had chosen to work with was the coach for the senior basketball team. While playing basketball for the two years that he did, Gordon became close to the coach. The same teacher was also the assistant football coach; Gordon had been a keen football player as well. And so, through sports, Gordon came to know and admire coach Victor John Loewen.

Students close to Coach Loewen would refer to him as V J or Sir, the latter a name rather than a rank. Sir was a young teacher who had served in the Air Force during the war and had gone to university after the war. Sir began teaching in the late 1940s and Gordon had him as his Grade nine Social Studies teacher in 1950-1951. Gordon admired Mr. Loewen and to this day Mr. Loewen stands in Gordon's memory as a remarkable teacher in so many ways. Mr. Loewen was extremely well organized but did not make a big production of it. Mr. Loewen always made clear his expectations of, and directions to, students. Moreover, there was something about the quality of the man that would

probably have been experienced by all of the students he taught. "We had this trust in him and we also had the feeling that he really took an interest in us. He was a good humoured sort of fellow, and at times brusque as he preferred to run a tight ship." Having said this, there was no sense of authoritarianism or harshness about Sir at all. "He was just a very good man who had a sense of empathy for us and interest in us; he cared for how we were doing."

Gordon recalled fondly the times he went over to Sir's home which was two blocks from high school (Bedford Road Collegiate). "After supper we sat around his dining room table where I would mark his grade nine social studies exams. I did this more than once. I just really liked being with the man." Sir's effect on Gordon also got him interested in the Air Force and Gordon joined the Air Force Reserve. Sir was responsible for the Recruiting Office of the Air Force reserve squadron in Saskatoon and Gordon joined as an office clerk. Here he continued to enjoy the company of his teacher. "(Sir) never condescended to any of us. I never felt I was just a kid around him. He treated me like an adult and listened to my opinions." Sir never made a great display of his erudition but he clearly demonstrated great respect for learning and was an excellent teacher. "So it was V. J. Loewen that as I look back was my first role model as a teacher." By the time Gordon had finished grade 12, he had decided that he was going to go to university though he had not yet decided on a program. He also knew that he would go to the University of Saskatchewan (U. of S.) which was located in the city where his family resided. Despite the serious consideration he had given teaching, and given the role model Sir had been, Gordon did not choose teaching but instead chose engineering.

"Why I did that, I am not sure," pondered Gordon. He had no family connections to the field of engineering and though he had been an excellent student in mathematics, he had equally enjoyed the humanities. "In fact, I probably enjoyed (English and social studies) more than math and science." But Gordon's parents had a fairly practical approach to education and in their view, a university education was meant to prepare one for the world of work. Gordon followed his parent's view of education – income was important in the career you selected. He remembered what V J had told him about teachers' beginning salaries being about $2400 per year. And while that sounded like a lot of money to a teenager, Gordon's parents didn't think so.

In any event, Gordon started a program in engineering. Looking back, "it wasn't a clear cut vocational decision but I went with it." After completing a year of general engineering study, Gordon specialized in the Chemical Engineering Honours program where he did very well and graduated from the program at the top of his class of about two hundred graduates. He left Saskatoon that summer to work at the nuclear engineering plant in Chalk River, Ontario. "I enjoyed that summer very much." A part of Gordon's enjoyment included the opportunity to work with Dr. Walter Harris who was a prominent faculty member of the U. of A. on a sabbatical leave to Atomic Energy of Canada. Work with Dr. Harris would continue later in life. Gordon had been hired as a summer student and soon became immersed in the world of research with Dr. Harris.

Gordon returned to the U. of S. to study for a Master of Science that autumn which he subsequently completed the following autumn. Again, he was thoroughly immersed in research during this time under the supervision of one of the leading

scientists at the U. of S., Dr. John Spinks, who later became president of the University. Gordon now had experienced, over a 15 month period, working with two outstanding scientists – Spinks and Harris – who he liked and respected very much. It seemed like the ideal environment to begin one's career as a scientist.

Yet despite the very favourable circumstances under which Gordon was working, he did not feel satisfied. And there was one experience that guided Gordon's thinking about his future career. During his fourth year as an undergraduate, Gordon had worked as a graduate assistant even though he was still an undergraduate. Here, Gordon worked in a Quantitative Analysis chemistry laboratory for first year chemistry students. To his own great surprise, Gordon enjoyed that experience very much. For two years he did this while at the same time gaining a deep exposure to research. As he was completing the Master's degree, he thought a great deal about what he was doing to do with his life, asking the question "what would come instinctively to me – teaching or research?"

Gordon got married when he was 22 years old. Marriage was a life-changing event for Gordon and the two talked a great deal about what direction Gordon should take. From those conversations and others, Gordon looked toward a career in teaching. In addition to the deepening sense of self-awareness he gained from conversations with Norma, Gordon did two other things to help in his deliberations. First, he visited the Dean of Education at the U. of S. who at that time was J. B. Kirkpatrick. Dean Kirkpatrick arranged for Gordon to experience teaching for a week to help Gordon decide if teaching was the right choice. For a week, Gordon would be teaching in a new high school in Saskatoon with his former physics teacher, teaching mathematics and physics.

That week proved to be "tremendously exciting and interesting," recalled Gordon. After that event, Gordon described himself as "pretty fired up" about teaching. The other experience that assisted Gordon in making a career decision about teaching was a visit he paid to the Head of the Department of Chemistry who, after Gordon's inquiry, arranged for him to teach high school Chemistry at the U. of S. during the summer session. Even though he had completed his Master of Science degree Gordon questioned his ability to take on this experience. "I thought wow, I have never had any experience teaching on my own before. How am I going to handle this? I have not yet even started my Education Degree." The Department Head, Dr. McCallum, insisted that Gordon could do it. And Gordon did! The experience was intense (as is usually the case with Summer Session) but "completely enjoyable." Gordon taught first year university chemistry in the following Summer Session and finished his Bachelor of Education After Degree. Gordon began teaching high school in Saskatoon that September.

That is the story of how Gordon came to be a teacher. Looking back, it is interesting that Gordon's decision to become an educator really was a bit of a surprise to him. Gordon had passed through a period when he was intensely involved in science. He had even applied to and was admitted to the Massachusetts Institute of Technology to do a Doctor of Science degree. Admits Gordon, "I guess had I not had the teaching experiences that this is likely what I would have done. But I don't think that would have been as happy and fulfilling as my career in education has been."

Gordon had been very successful in university and the years spent there were good ones. But he contrasted his university involvement with his other school experiences.

Gordon's time in high school had been extremely diverse in that he was a keen student but, like many other students, he did not want to make an issue about being keen. In high school, Gordon "was involved in everything under the sun from football to basketball and even some archery and tennis." Gordon described himself as the sort of student who just wanted to be involved in as many experiences as possible.

Yet, after high school things changed. Gordon was still determined to be the head of his class in university but this proved to be a challenge. Thus, Gordon's main thrust clearly became attending university classes and dedicating most of his time to university studies. Gordon's love of sports continued and he did try out for the U. of S. Huskies' basketball team. He trained with the Huskies for a couple of weeks but with the training soon realized that he simply could not keep up with the academic goals he had set for himself. Looking back, Gordon wishes he could have done both. During each academic year, Gordon worked diligently and referred to his university experience as highly academic. This he contrasted with his high school involvement which for Gordon was much more well-rounded.

Looking back to the teachers Gordon had, V. J. Loewen remained his top role model. Despite Gordon's very fine and accomplished university teachers (some were members of the Royal Society of Canada), Sir ranked the highest in terms of most memorable teacher. "To me the ideal teacher was a well-rounded person and not a person with a narrow focus."

Gordon's experience as a student of preservice teacher education remained clearly focused on academics. As an After Degree student, the program was one year in duration

and confirmed his career choice. Gordon "loved every component of the program." While Gordon's program included a major in Physical Sciences and a minor in Mathematics, it was Gordon's first exposure to university studies in the area of humanities and social sciences, except for an English course for Engineering students taken previously. Gordon took courses in Psychology and Administration; electives were filled with courses in Comparative Education and Educational Philosophy. He completed his Education After Degree program in 14 months. And while his sights were set on teaching in schools, Gordon's thirst for university studies was not yet quenched. Gordon was already considering graduate work in Education.

Gordon taught for only a year at a new high school just down the road from the school where he had his week of "experiencing teaching." He had applied for only one teaching job and thinking back, considered himself lucky to get that job. "I don't know what would have happened had I not got that job there," admitted Gordon. Looking back, "it was all very exciting – a new school and a small but excellent staff of about 20 people."

When asked about his teaching in high school, Gordon talked of students rather than teaching itself, curriculum, or himself. While he could not remember by name many of the students he taught, one of his favourites was Susan Wright who would become one of Canada's best known actresses on the stage. Susan was a very prominent member of the Stratford Festival who tragically died in an accidental fire. A second student, vivid in Gordon's memory, was Brook Bannister who was afflicted by a neurological disorder which affected his speech and movement (although he could walk). Years before

inclusive education, Brook was a regular student in Gordon's first homeroom. A third student that Gordon remembered well from his homeroom was Norman Lappa who, as far as Gordon knows, "is the only student who got into serious trouble with the law later in life." In general, Gordon's recollections of life as a beginning teacher were ones of considerable satisfaction.

When asked about concerns or frustrations he experienced as a classroom teacher, Gordon responded, "We have good days and some days where it seems that nothing goes right. I don't know of any other profession where you can, over any given week, experience such a wide range of feeling – an emotional range that we go through as teachers. There is something about teaching that you never feel that now you have made it! I experienced this throughout my almost forty years of teaching."

Gordon had already become interested in doing graduate work during his undergraduate teacher education program. Yet, in considering graduate studies, it was not one particular area of study that interested Gordon. Instead, he was fascinated by everything and did not really want to make choice about a specific area of specialization. Thus, the very general program offered by Harvard University was the one he chose even though it was labeled as a Master of Education in Secondary Education program. In the course of doing his M. Ed., his plan was to return to a high school teaching position.

Later in our conversation I asked Gordon to talk more about why he chose Harvard; I sensed there was more than just the appeal of a very general program of study. Prefaced by a pause, Gordon smiled, "That's a really interesting question." Gordon's application to Harvard was his only application to a graduate school. Gordon did not

know anyone who had gone to Harvard, nor did his family have any connections there. But Gordon went on to explain that he was looking for *adventure* and it was at a time in life when anything seemed possible. And while finances were not in abundance, Gordon had applied to the Canada Council (later known as the Social Sciences and Humanities Research Council) and won a scholarship which enabled Gordon and his family to support themselves. Gordon came back to the question once again and responded, "The only way I think I could honestly answer your question is to say that I was looking for an *adventure*."

Gordon worked towards finishing his M. Ed. at Harvard with great interest and enjoyment but all the while he intended to return to Saskatoon to teach high school. But a set of unanticipated events changed Gordon's plan. In the course of planning to come back to high school teaching that fall, Gordon took a phone call from the Dean of Education at the U. of S. The Dean wanted to know if Gordon would consider a special assignment at the University. The Dean explained that while Gordon was away from Canada, the Province of Saskatchewan had decided to introduce a new chemistry program in high school called CHEM Study. At the time that Gordon had begun teaching, there had been a phenomenon often referred to as the Sputnik Scare. In 1958, the Russians had launched a space vehicle which was called Sputnik. Piloted by Russian Cosmonaut Yuri Gagarin, Sputnik circled the Earth and came back to land. The event rippled through the United States and had a significant effect in Canada. The Russians had put a man in space before the Americans! In the course of the furore that developed, one of the scapegoats was seen as science and math education in the United States and Canada. The

National Science Foundation in the United States became immediately and directly involved by funding huge programs to develop high school sciences curricula. The programs were developed by universities and had become tremendously popular. School systems in Canada followed the American direction and the Province of Saskatchewan decided to adopt the CHEM Study program for its high school chemistry course. The need for teacher inservice for the CHEM Study program quickly emerged. Gordon was perfect for this job.

The Dean's call to Gordon was just as he was preparing to leave Harvard. The Dean asked, "Would you be willing to take on an assignment for a couple of years with the University before returning to high school teaching?" Gordon thought, "I don't know why they thought I could do it. Maybe they thought here is someone who has taught high school chemistry, has Master's degrees in Science and Education. I was only about 25 years old at the time and continued to think that I could do anything. So I said sure." Gordon returned to the U. of S. where he worked with experienced chemistry teachers, most of them older and with many more years of teaching experience.

Gordon worked with this teacher inservice program for two years and while at the U. of S. shared an office with Ian Housego who was to become his life-long friend. Ian had just returned to the U. of S. from the U. of A. where he had completed a Ph. D. in a field unfamiliar to Gordon called Educational Administration. The two became very good friends and Gordon learned what this program called Educational Administration was about. And through coming to know a new field of study, Gordon realized how well the field fit with his notion of wanting to be a well rounded student of education. Once

again -- thinking all the while about returning to high school teaching after his two years of working at the U. of S. -- Gordon's plans changed. Just as he was starting to make his way back to teaching at Walter Murray Collegiate, Gordon started to think about a doctoral program. He applied to two places -- the U. of A. and Harvard.

By this time, Gordon and Norma had three children and as they grew older, he realized that his life was going to become more complicated, not less. Gordon desired to return to graduate school and, after considerable thought, he decided that instead of pursuing his high school career he should go right into a doctoral program. Gordon was admitted and returned to Harvard that September.

At this point, I became curious about Gordon's decision to leave teaching to which he responded, "It never really was a consideration because I never really realized that I was leaving teaching. I just thought that I was on this interesting detour. I never contemplated that my high school teaching was over."

Gordon's plans to return to teaching in high school were not entirely the same as when he had previously left. As he considered his return to teaching, he began to think that rather than teaching a subject in school he wanted to have a more school-wide role, perhaps in administration or counseling. He knew that he wanted to make his contribution as a teacher in a way other than teaching a specific subject area. For Gordon, subject matter was secondary. This was something he realized when he finished his Master of Science degree and entered into debate over whether he wanted to spend his life doing research or teaching. He decided that it was teaching that he really liked but it wasn't necessarily teaching in a subject area. Gordon recalled, "I really like working with

young people so I thought for a time my ultimate goal was to become a counselor or administrator."

During his time at the U. of S., Gordon had been on leave from the school board he had been working for. He was now admitted to the Doctoral Program in Education at Harvard University. Unknown to Gordon at the time, he would not return to his school district, nor would he return to teach high school. Gordon returned to Harvard this time having had a taste of teacher education through his work with inservicing Chemistry teachers. When he began his doctoral program he knew that he was interested in doing research in teacher education but wasn't really sure how he would go about doing this. What he did know was that the practicum or field experience component was the critical element in teacher education and this belief took centre stage in Gordon's interest in teacher education. Gordon acknowledged that the other components of a teacher education program are important in giving beginning teachers the vocabulary and concepts that enable them to think about what is happening in the field experience. Gordon had some ideas about connections between teacher education programs, field experience, and the notion of reflective thinking on experience. And while the term experiential learning was not a part of the education vocabulary of the time, looking back, the concepts associated with experiential learning were what most interested Gordon as he thought about research possibilities. "I would say that even before doing doctoral studies, I had glimmerings of the notion of something that I would later call experiential learning."

In addition to inservice work with teachers, Gordon had other experiences which

were "bubbling about" in the back of his mind. During his Master's program, Gordon completed a course that had been developed by the Dean of Education (Francis Keppel) at Harvard, and involved the use of case studies. Gordon had never been exposed to such a learning tool before but immediately became impressed with the possibilities of using the case study method. "I came to love the case method. I even wrote a case about the Boston School Bus Controversy which involved transporting children out of predominantly black neighbourhoods in Boston to low enrollment schools of mostly white children." Gordon admitted to having had no experience with issues of race but wrote a case involving the chair of the Boston School Board, Eileen Daly, who had taken a very strong position against busing of black children into white neighbourhoods. Chair Daly's position was laced with strong racial overtones and all of this was occurring in the context of the civil rights brew that was stirring in the United States at the time. Taking the course in case studies as a basis for learning about contemporary issues in education and then having the opportunity to write a case study were significant learning experiences for Gordon. "These were things that I loved and realized were really important to me."

More than before, Gordon had this notion that teaching could occur in ways other than didactic. He took time to reflect back on his experience as a student of engineering where he recalled the most powerful learning experiences were those where he engaged in physical contact with an engineering problem. "I remember working with an old fashioned steam engine and while I knew that I would never work with one in my life, I remember how enjoyable it was having the hands-on experience, as a member of a small

group of students, with measuring its performance." Gordon began his doctoral program with a rudimentary notion of what he would later call experiential learning.

Thinking about Gordon's choice of Harvard, and its reputation for the case study method, I asked if this was what might have drawn him to Harvard for his doctoral studies. Gordon's response echoed his reply when I asked him about choosing Harvard for his Master's. "I wish I could say that I had it thought out that clearly. I think the reason that best explains what I did was the same reason as with my Master's, a sense of *adventure*. I thought it would be a great experience for me and my preschool family to live in a different part of the world." Gordon had visited the U. of A. with Ian Housego where he met the Chair of the Department of Educational Administration, Art Reeves. And while he made application to the doctoral program in that Department, "it seemed a greater adventure to return to Harvard."

During his first year of doctoral study at Harvard, Gordon had another experience which he terms as "absolutely crucial" in coming to an idea for research. Gordon recalled meeting two young members of the Harvard academic staff, David Purpel and Ralph Mosher. The two had just written a book entitled *Clinical Supervision*. Gordon read their book and was immediately impressed with the ideas that the authors were getting at – learning through reflection on experience and the role of the supervisor, all set in the context of teacher education. Gordon recalled, "I wanted to work with these two people." Ralph Mosher happened to be a Canadian – a Nova Scotian – who was probably only 10 years older than himself.

Gordon met with the two men who were very much involved with the teacher

education program at Harvard. The program was relatively small and was exclusively a graduate program. One part of the program was called the Academic Year Institute for Teachers of Science and Mathematics. It was a National Science Foundation Program that brought experienced teachers of mathematics and sciences to Harvard for graduate studies. David Purpel was the director of the program. In the year that Gordon began his doctoral program, David Purpel also became responsible for the Master of Arts in Teaching program at Harvard with Ralph Mosher as his assistant – with special responsibilities for student counseling. David offered Gordon the job of Assistant Director of the Academic Year Institute. For the last two years that Gordon was at Harvard, he worked as the Assistant Director of the Academic Year Institute. The experience brought Gordon directly into the teacher education function of the Graduate School of Education at Harvard.

An intriguing research possibility opened for Gordon when Ralph Mosher gave a talk at the Harvard Medical School. Ralph knew of Gordon's interest in finding an organization where he could explore his research interest in "experiential" teacher education. Ralph said to Gordon that he thought there were some people at the Harvard Medical School who Gordon should meet. Ralph went on to suggest that perhaps Gordon ought to consider studying how a teaching hospital works. A teaching hospital not only provides patient care but also functions as a training centre; one that operates experientially with students of medicine, interns, and residents – a whole hierarchy of people in the process of learning to be doctors. With patient care being central to the work of the teaching hospital, training is tightly integrated with care and takes the form of

hands-on experience rather than a didactic form. Mosher introduced Gordon to Alexander Leaf who was the Head of the Department of Medicine at Harvard Medical School. Alexander Leaf arranged for Gordon to visit the Massachusetts General Hospital which is one of the major teaching hospitals in the United States and the most prestigious of the Harvard teaching hospitals. John Knowles was president of the hospital and was Gordon's first acquaintance at the site. Knowles welcomed Gordon and his research idea and immediately introduced him to the Chief Resident in Medicine, Steven Goldfinger. Goldfinger provided opportunities for Gordon to do participant observation and to acquire the data needed for a case study on how a teaching hospital works. That was the basis for the dissertation.

All came together – the data he collected from the site with his ideas and understandings about experiential learning. Gordon spent the better part of a year at Massachusetts General doing field research and spent another six months writing his dissertation. He had been at Harvard for a total of three years completing his doctoral program and summed up the experience in a word, "great." In addition to being a student and Assistant Director of the Academic Year Institute, his other experiences during doctoral study included being elected to the editorial board of the Harvard Educational Review for two years; his final year Gordon served as Chair of the Board. "Those experiences were all very important to me."

Gordon had completed his doctoral program and left it with valuable experience, a completed degree, and a deeper understanding of what experiential learning meant to him. Key to Gordon's learning from his research was his understanding of how to use a

professional setting for teaching, where the practice of the profession continues to be carried out at the same time that beginning professionals are being prepared for the profession. Gordon had learned that education for a profession need not be fixed in a set curriculum or texts. Instead, he learned that the basic elements of a "curriculum for professional practice" included the exercise of responsibility, breadth of experiences, access to professional resources for learning (written materials and people), a system of supervision, and motivation for learning embedded within the system. These were what Gordon believed to be the five elements of clinical training and experiential learning that "have stayed with me for all of my life. They are ideas that I came upon during my doctoral work over 30 years ago and stayed with me front and centre to what I did throughout my remaining academic career." From these five elements, Gordon clearly articulated his philosophy of teacher education –

> My philosophy of teacher education was given shape by my early university studies and early years of teaching. In an experiential learning framework, teacher education draws on knowledge that is active or alive rather than inert or passive. As developing professionals, by exercising professional responsibility, we create ourselves through our experiences. We are active agents in our creation. And, finally, the field experience or practicum component is the focal point in teacher education.

Gordon graduated from Harvard with his doctorate in the summer of 1968 and while he was still on leave from the U. of S., he made the decision not to return to his former position even though he had enjoyed his inservice work with teachers very much and would have been very happy to accept the appointment as the Coordinator of Secondary Education at the U. of S. that he was offered.

His choice not to return to the U. of S. was for a number of reasons. First and foremost, his good friend and the key influence for Gordon pursuing a doctorate, Ian Housego, had moved from the U. of S. to Edmonton, Alberta to take a position as Deputy Director of a new crown agency that had been created by Ernest Manning in the declining years of the Social Credit government in Alberta. The agency was called the Alberta Human Resources Research Council. Ian called Gordon just as he was considering various offers of employment after graduation. By this time, Gordon had been living in the United States for four years and had made a number of friends and was aware of a number of job opportunities. For example, "I had been offered a position to stay at Harvard working in their teacher education program and this was attractive to me. I would have been an Assistant Professor at Harvard at the age of 32." Gordon had also been considered for positions that he hadn't even applied for – at Columbia University and other places. But Gordon already had a position as an Assistant Professor at the U. of S.

There were a number of other factors that complicated the decision making process. "The more I thought about staying in the United States, the more I decided that I was a Canadian. Making a decision about where I wanted to be became an emotional

thing." But the American offers were tempting. At one point, Gordon and Norma actually got the application for United States' citizenship. The two began to complete the paperwork – a process which would mean a quick return trip to Canada to apply for admission. Gordon and Norma thought about going to Nova Scotia to make application, drop off the documents, be interviewed, and then return.

On the surface, it would be easy. However, by this time, the Vietnam War was in full force and Gordon had been strongly opposed to the war in Vietnam as were many students at Harvard which quickly was becoming a hot bed of critical attitudes toward the war. "Our first question to answer was: do we want to become Americans?" And so the two decided they did not want to stay in the United States. By this time, Ian had called telling Gordon of his move to Alberta and asked if he would be interested in a position with the Alberta Human Resources Council. Gordon and Norma had wanted to be in western Canada and Ian's call seemed to resolve all of the indecision that Gordon was facing.

Gordon came to visit Edmonton and to have an interview. Everything seemed perfect, even the winter weather! "I was just so impressed with the people," said Gordon. During the course of his visit, Gordon had been taken to meet Walter Johns, President of the U. of A., without an appointment. The day included a visit to the Minister responsible for the Research Council, again without an appointment. "I had never lived in Edmonton before but I was just so impressed. And when they offered me the job, it was the easiest decision in the world to make." Norma agreed without hesitation and the two decided to move to Alberta.

For the next two years, Gordon worked full-time with this agency and then part-time for another two years. He described his work as a planner helping to develop research and development programs in the area of education. Gordon's title was Assistant to the Director for Program Development. The organization was small and had a total of only four staff members, including its Director, at the outset. While Gordon was not yet working at the U. of A., he did work closely with the University staff members in Edmonton and at the University of Calgary and University of Lethbridge. His job called upon him to create programs that would involve university academics as researchers in education initiatives and programs. In 1970, Gordon took an academic appointment at the U. of A. as an Associate Professor of Education (he had been appointed as Assistant Professor when he worked at the U. of S.). He continued to work at the U. of A. for the next 27 years until 1997. For the first two years of his University appointment, Gordon continued to hold a part-time appointment with the Research Council until its close when the Peter Lougheed government came to power. The core staff of the council all assumed positions at either the U. of A. or the University of British Columbia (U.B.C.).

I asked Gordon to talk more about how he actually came to the U. of A. and in doing so, he talked more about how he came to Alberta to the Research Council. For Gordon, the idea of coming to work at a new agency which was just beginning to take form was appealing and exciting. "To me, it was another *adventure* and I was fascinated to have this opportunity to work so closely with universities and government to create an organization from scratch. I thought this was going to be exciting, and it was!" But it

also was a painful experience in that the organization seemed to lack a clear understanding of its purpose. Gordon described it as having an "identity crisis." It turned out that there had been a split in the Social Credit Party at the time the agency was created. The party was divided over a new way of thinking led by young visionary thinkers such as Preston Manning. Such thinking was in contrast to the views held by party traditionalists wedded to the Aberhart years. The Research Council seemed to be caught in the middle of the tension and the necessary political support for the Council seemed to be lacking. Gordon described the times as "painful for a young academic but fascinating at the same time."

Gordon was 33 when he was appointed to the U. of A. Other than when he had applied for his first teaching job, Gordon never had applied for a job. He had been invited to join the staff at the U. of S. to work with inservice chemistry teachers. Similarly, he was invited to seek an appointment to the Research Council rather than making an application and being selected. In coming to the U. of A., Gordon had actually been recruited by a person named Al MacKay who he had met at the U. of S. The Chair of the Department of Educational Administration at the time was Gordon Mowat. And while Gordon did not really know Dr. Mowat, he had met him. Gordon Mowat asked Al MacKay, who was by then a staff member of the Department of Educational Administration, to approach Gordon to determine if he would be interested in joining the Department. Al MacKay had come to know Gordon well as the two worked together on projects through the Research Council. Al invited Gordon to lunch at the Royal Glenora Club in Edmonton. Gordon recalled that, "I did not really know what it was about but I

always have liked eating lunch and I thought we were just getting together for old times' sake." But over their lunch, Al asked Gordon if he would be interested in coming to the U. of A. and Gordon responded that he would. The next day, Gordon got a call from Gordon Mowat who explained that there would be some sort of formal selection process but that it would just be a formality. Gordon Mowat had already spoken with the Dean of the Faculty (Dr. Coutts) who would convene a committee. Gordon Mowat called Gordon a few days later to say that Gordon had been appointed to the U of A. There had been no formal application or interview process. There had been no competition. As Gordon put it, "They had recruited me for the position and that's how I came to the U. of A."

Gordon described his first appointment as not being in teacher education. Though he did teach an undergraduate course this was his choice and not an expectation of the Department. Instead, as would be the case throughout most of his career, he worked mostly with graduate programs. Two years after his initial U. of A. appointment, Gordon became involved in teacher education when Myer Horowitz was appointed Dean of Education. Myer Horowitz had been the Chair of the Department of Elementary Education when Dean Coutts retired from the University in 1972 and Dr. Horowitz was appointed as his successor.

Myer Horowitz was a popular Dean. One of his first changes to the Office of the Dean was to appoint two Assistant Deans who were to serve as program advisors. Gordon and his long time colleague and friend Henry Hodysh were each appointed as a half-time Assistant Dean and had certain responsibilities for working with students in areas such as non-matriculation admission, student advising, and student program

planning. Gordon's appointment was for two years whereupon he returned to the Department of Educational Administration. In addition to his graduate responsibilities, he became heavily involved with an undergraduate program in teacher education called "Plan B." Gordon described Plan B as a phenomenon that " has become part of the mythology of the Faculty of Education; people still talk about it even though it has not existed for over 20 years." Gordon joined Plan B after completing his term as Assistant Dean and worked with the program for seven years. The program was headed by a contemporary of Gordon's whose name was Joan Kirkpatrick. Gordon's team was constituted in 1974 and was made up of Joan from Elementary Education, Dave Wangler from Educational Foundations, Gerry Kysela from Educational Psychology, and Gordon. While members of the team came and went, Gordon remained with the program, except for a sabbatical, until its end in 1981. Prior to Plan B, students completed only six weeks of student teaching; Plan B was a precursor to the extended practicum as we know it today. Plan B consisted of the equivalent of a full term's worth of student teaching. Plan B comprised 12 or 13 weeks of student teaching which took place in blocks along with other core professional preservice courses in administration, curriculum and instruction, foundations, and psychology. The course work was not taught in the traditional format of a 13 week course. Instead, it was integrated into the field experiences (student teaching) work of the final year of a student's program. The program did other things as well. At the beginning of the term, the group of students and instructors would head off to natural settings such as Kananaskis, Jasper, Pigeon Lake, and Elk Island. This initial activity was instrumental to the team building that would occur throughout the rest of the program.

Gordon recalled that "we established completely different relationships with our students ... everybody was on a first name basis and I think we eliminated certain kinds of barriers between professors and students. It was a wonderful way to start the year." Students would apply to be a part of the Plan B program which consisted of groups of 25 or 30 students and four instructors. It ran, as a project, in tandem with the more traditional program, until the beginning of the extended practicum program in 1981.

For seven years, Plan B was the major part of Gordon's assignment as far as undergraduate teaching was concerned and he continued to teach graduate level courses, supervised graduate students, and engaged in his own research and writing. During that time, he was also connected with one of four schools where, as Faculty Consultants, Gordon and his three Plan B colleagues would continue to work with Plan B students while they were student teaching. Gordon recalled his experiences with Plan B with great fondness and it was here that he came close to what he had experienced being a student of V. J. Lowen ("Sir") where "it was a period in which personal transformation or a bringing out and strengthening of one's personal qualities was achieved – a clarification of what it is that one wanted to be as a teacher. There was an explicit focus on maturing as a person and becoming clearer about what your own values and goals would be as a teacher and as a person." Plan B was also a place where Gordon could put into practice case study and experiential learning as a way of understanding teaching and leadership.

Plan B never really came to an end. Instead, many of its key features became a part of the new extended practicum program. Plan B was a major part of Gordon's academic work with experiences and insights that would influence Gordon in his

continuing career as a Professor of Education. For example, he produced a set of videotapes for the teaching of clinical supervision skill during this time, based on his work with Plan B students in a school setting. Gordon also recognized that his involvement with Plan B, along with his other academic commitments, made for a very heavy set of responsibilities.

By this time, Gordon had already established a program of research but indicated that there was not the pressure to do research or obtain research grants as there is for academics today. Much of Gordon's energy had gone into his teaching at the undergraduate level in Plan B and in Educational Administration at the graduate level. Gordon also had become heavily involved in what he referred to as field development activities which included consulting with off-campus groups, school systems, colleges, the provincial ministry and so on, and his research and publication accomplishments stemmed from this activity. None of this scholarship work was supported by SSHRC but instead received support through research contracts. Gordon's research was clearly in response to the needs of others. An exception would have been the case studies and simulations that Gordon authored. Much of the work that Gordon did in terms of field development he wrote up and used in his simulations and case work.

One of Gordon's main research activities was writing case studies and simulations for several courses. This endeavor included the publication of five booklets dealing with planned change and a set of case materials for an introductory master's course entitled Evolving Concepts in Educational Administration. A microcomputer-based simulation project spanned a period of 15 years and provided simulation experiences for students

interested in the school principalship.

Gordon co-authored and published a series of monographs on leaders in education. These biographies recorded the careers of Tim Byrne, Pete Coutts, Myer Horowitz, Gordon Mowat, and Stan Clarke. The set of monographs addressed not only the lives of some of Alberta's most significant education leaders, but also included all of the key sectors that make up public education in Alberta – government, the profession, universities, and school districts. Gordon described what he called a common theme to this work – the Golden Years of public education in Alberta where,

> there seemed to be a strong emphasis on senior administrators being scholars in the field of education. These men had advanced degrees in education, many at the doctoral level. I felt this facilitated communication among the sectors as they had a common academic heritage in understanding issues and problems in education.

This work on the oral biographies of leaders in Alberta education during the latter half of the twentieth century came to a focus and conclusion in work undertaken by Gordon after his 1997 retirement. Under the umbrella of a millennium project sponsored by the Association of Professors Emeriti on campus, Gordon and two colleagues – Mary Spencer (Faculty of Science) and Kay Dier (Faculty of Nursing) – co-edited *Echoes in the Halls*, a book of reminiscences written by retired U. of A. academics and published by the University of Alberta Press. As background for that book, Gordon and his long-time collaborator, Henry Hodysh, wrote a monograph of biographical sketches of the nine deans of education who have led the Faculty over the past fifty years. Gordon takes great pride in these sketches which reveal the "unmistakable correspondence between the

personal qualities of the nine deans and the evolving organizational culture of the University and the Faculty over a half century of turbulent change." Gordon did not stay long as an Associate Professor. He came to the U. of A. in 1970 and by 1974 had become a full professor in Education. Somewhere along the way he got tenure but described the process as "just being told you had it by your chair or dean."

After Gordon's experience with Plan B, he accepted a number of administrative appointments in addition to the original one he had prior to his work with Plan B. In fact, Gordon recalled, "I don't think that there was much time where I wasn't in an administrative appointment culminating with my being Assistant Dean of Field Experiences." Gordon also had a partial secondment for two years to the Academic Staff Association where he chaired the Academic Welfare Committee on campus. From the time of completing his work with Plan B to his retirement, Gordon's academic life was played out largely in administrative appointments – Assistant Dean (Student Programs), Associate Dean (Planning and Development), Graduate Coordinator and Associate Chair (Educational Administration), and Assistant Dean (Field Experiences).

I asked Gordon if there was ever an opportunity to go elsewhere or, why he chose to stay at the U. of A. He responded that there were two times he could have relocated and both moves would have been to U.B.C. First in 1970, U.B.C attempted to recruit Gordon with an offer of Associate Professor. But Gordon and his family had established themselves in Edmonton, a place where they enjoyed living. He turned down U.B.C's first offer, chose the U. of A. and remained in Edmonton. A second occasion to move came again from U.BC. in 1974 when that University offered Gordon a professorship

with an administrative appointment as Director of Field Development. Now Gordon was interested. "I was already involved in consulting work with school systems and colleges which I had been doing ever since I began with the Human Resources Council. This involved the real world of schools, teaching, and learning." Gordon was interested in the newly created position of Director which was housed in the Dean of Education's office at U.B.C. Gordon recalled vividly his memory of going for the interview traveling in "Sunshine," their Volkswagen bus, with Norma and his still young family of three children aged 10 to 14. The family drove to Vancouver and Gordon went for the interview. The selection committee made Gordon their first choice and he was offered an appointment. Gordon asked the Dean, John Andrews (a former U. of A. staff member), if he could have a few days to think about the offer and position. The family set off for the return trip to Edmonton, during which Gordon's oldest grumbled, "they don't even have ice out there so I can't play hockey." This sense of unhappiness was shared by Norma who wanted to remain closer to home. "By the time we got to Jasper, I went to a pay phone and called John Andrews to tell him I was sorry, that I don't need the days to think about it. We returned to Edmonton and felt really good about the decision. I was happy at the U. of A. and living in Edmonton." Gordon concluded this part of his story claiming that the "U. of A. had become my favourite university."

Although Gordon had not applied for his initial appointment at the U. of A., there were two occasions that he did apply for jobs at the U. of A. after his initial appointment there. In the first instance Gordon applied for the job of Associate Vice-President (Academic). As indicated above, Gordon became involved with the Academic Staff

Association and, in part as a result of that experience, became interested in the work of the Associate Vice-President (Academic). The selection process took the form of an interview with Vice-President Peter Meekison. About five minutes into the interview, Gordon sensed that he was not going to get this job, and did not. Gordon also competed in a more formal search and selection for the position of Chair of Educational Administration in the late 1980s. Gordon recalled, "I did not get that position either but the person who did, Gene Ratsoy, immediately appointed me as Associate Chair."

During our next set of interviews, we began by talking about joys and concerns that Gordon experienced as a Professor of Education. Gordon explained that the really big joys were the opportunities to define your work as an individual:

> As professors we are given almost an endless scope for deciding what you are going to do. I don't think the average person on the street knows how wonderful that opportunity is to have a major say in what it is that you do. There seems to be so many possibilities ... it's really up to your own initiative, creativity, drive, and desire to build a research program.

Gordon went on to say how this reality also has a down side in that "you don't get a lot of help in establishing your research program" and that for the most part, you are really on your own. However, for those that are able to work in academia, Gordon felt "there was a much greater menu of possibilities in the way you spend your time than you would have as a teacher in a school. That's been the major positive for me."

Gordon had to think harder to come up with any negative aspects of being a professor but recalled a loss of the sense of community he experienced when he taught in

schools. "In school, the school becomes a community, or in some ways, a family. You get interested in school activities, school teams, achievements of individual students and you seem to get much closer to your colleagues. Then, there are the school dances and the whole social life of the school. When I came to work in a university, I felt a sense of loss of that kind of community." Gordon went on to explain that he learned that a university, even one as large as the U. of A., offered a sense of community but in a different way than does a school. "Now, over the years, it's funny how that changed because, in many ways, the U. of A. is really my community. I am very interested in the University as an institution, I love the Golden Bears and Pandas sports teams, I love the drama and music activities, the speakers and special events, we go for brunch at the Faculty Club nearly every Saturday." In retirement Gordon and Norma now live along the campus border. With great pride, Gordon explained how what was once a sense of loss of community in his life has changed: "Over a period of 30 years, the University has become a community for me, more than may have been the case in teaching in high school. This sense of community is a major source of satisfaction in my life; the U. of A. is very important to me."

Gordon found teaching to be highly rewarding but he admitted to not sharing the same level of passion for teaching as he did for administrative and leadership experience. However, Gordon described that his administrative work always kept him close to teaching and learning as well as to other members of the academic staff and that the administrative appointments greatly enriched his teaching and other academic experience. Looking back Gordon remarked, "So, thankfully, I was spared the opportunities to take

on more senior levels of administrative responsibility."

Our conversation moved back to frustrations with academic life when Gordon described a caution that every person ought to consider when coming to academic life. Gordon described this as a "creative form of frustration" that can result from the great amount of freedom that you are granted as an academic. The given part of an academic assignment – teaching – really makes up only about a third of the total assignment. "I think there is potential for frustration to come from the very freedom and number of options that you have available to you," explained Gordon, and that "every one of the opportunities that comes your way when looked at individually may well be something that you want to do but if you say yes too many times, there is a danger of spreading yourself too thin, and perhaps not being able to do as good as job of everything that you would like to do." Thus, Gordon described a tension in academic life that results from both the positive and negative aspects of the freedom that comes from working in academia, the positive being the freedom of choice and unlimited options of possibility, the negative being confronted by too much choice and not having the time to meet one's own high level of expectation.

Our conversation moved to Gordon's involvement in what I referred to as special projects or assignments. These would include work over and above teaching, research, community service, and the many administrative appointments Gordon held. Such special assignments involved Gordon in two major international projects; one in Pakistan, the other in China. Both were memorable involvements for Gordon and there were other invitations for international involvement (e.g., teaching a course in Siberia) that Gordon

regrettably declined; the timing of the invitations simply was not good. In the case of an invitation to teach in China, Gordon had been given plenty of notice and in fact it coincided with a leave giving Gordon plenty of time to prepare for the course. Gordon had been asked to teach a course in introductory educational administration at the National Academy for Educational Administration which was located in a suburban community of Beijing. The course was offered over a two week period and called for Gordon to introduce his students to the case study method as well as explore administrative issues and problems facing postsecondary institutions. In preparing for the course, Gordon wrote a casebook of administrative problems for community colleges and technical schools. The book was then translated into Chinese. As Gordon (tongue in cheek) described the book, "It exists in the form of a little blue book which I am sure contends with Mao's Little Red Book." Gordon taught with his U. of A. colleague Dr Gene Ratsoy and, together, the two delivered the course in English which was translated to Chinese and observed the enjoyment of the students who had never experienced teaching and learning through small group work or case study. Despite the group work and much of the student feedback to be in a language unknown to Gordon, their motivation and excitement were clearly observable. In sum, Gordon described, "that was a delightful experience ... I found this to be a wonderful experience ... one of the high points of my service."

Gordon was also involved in international academic work at the Aga Khan University in Karachi, Pakistan, which was privately funded by Ismaili Muslims, an organization Gordon described as "unique in the world ... a truly philanthropic

organization that attempts to uplift less developed countries of the world." The Aga Khan Foundation established the Aga Khan University and intends to establish universities world-wide as centres for the study of Islam as well as other studies in higher education. The Aga Khan University in Karachi offers a Master of Education program and Gordon was asked, on two occasions, to be an external examiner on a team that was to evaluate the quality of the University's M. Ed. program. Their task was to "read everything" written by the M. Ed. students and make an assessment as to whether the Aga Khan University was meeting the academic standards of internationally recognized universities such as the U. of A. The team also conducted interviews with every member of staff and all of the students. In addition to providing an assessment of programs, the team offered suggestions to the University as to how programs and their delivery might be improved. Each evaluation took about two weeks to complete and while two weeks in Karachi during the heat of early summer proved to be a challenge for Gordon, the overall experience was tremendously rewarding. "It was a wonderful international experience ... to be of service to students from around the world at another university ... to learn a great deal more about education and the conditions under which people live and study."

These were the only two international projects that Gordon was able to work on. More locally, Gordon remained highly involved in what he referred to as "intercultural experiences of a different kind." Throughout northern Alberta, Gordon engaged in a number of education-related projects with Aboriginal communities. Much of the work was of a research or planning nature. His high degree of involvement throughout northern Alberta communities enabled him to gain an understanding of the problems of

Native people that many Canadians do not have. Gordon explained, "I enjoy working with Native people. The work is difficult in many ways and the cultural differences are significant. I admire the human qualities of Native people. I think if I had been here in pioneer days or early explorer times as a young Bay Boy who came across the Atlantic from Scotland to work in a trading post in Canada's North, I think I could easily have gone Native. In many, many ways, I love the North." Gordon's work in rural and remote northern Alberta was just as rewarding as his international experiences had been. And while Gordon engaged in a number of projects with community colleges, school districts, and provincial organizations such as the Alberta Teachers' Association and Alberta Learning (then Alberta Education), "that work had been interesting but it has not had the intercultural element that I found so fascinating in my Aboriginal and international work."

I came to know Gordon when he was appointed as Assistant Dean of Field Experiences in the Faculty of Education. By this time he had experienced a long and productive academic career and was nearing retirement (although I still do not think of Gordon as retired). I asked him how it came to be that he would end his academic career in yet another administrative appointment, one that called for great skill, really long hours, and much hard work.

Gordon's accomplishments as Assistant Dean of Field Experiences were many. His over-arching accomplishment, in his view, was building strong relationships with the Alberta Teachers' Association which at that time were somewhat strained. In terms of special achievements, Gordon recalled that one of the best things he did was to refine and

rethink the manner in which Adjunct Professor appointments are utilized. Gordon's vision, which soon became practice, was to make more Adjunct Professor appointments (initially at the Associate rank) and to utilize the skills and abilities of the people being appointed, most of whom were recently retired teachers with excellent reputations for their classroom skills. Such appointments became the core and key resources of the teaching staff for Field Experiences. Given the Adjuncts' close connection with the field and their own outstanding abilities and commitment to the U. of A., the relationship between schools and the University became stronger and more effective. Gordon recalled that "we (U. of A.) had more supporters and friends in schools than ever before and our Adjuncts were excellent spokespersons for the University."

A second accomplishment that was dear to Gordon was the creation, growth, and success of the Collaborative Schools Project (later to become the Collaborative Schools Initiative). The project was conceived from a conversation between Gordon and then Alberta Teachers' Association President Larry Booi. As they talked over breakfast the two came to an understanding of what could be accomplished by the Collaborative Schools Project: building strong relationships between the schools and the Field Experiences program and enriching the learning experiences of student teachers and teachers via the Field Experience program. The project began later that year with six schools and grew rapidly to a number well over 150.

As Gordon was nearing the end of his appointment his final accomplishment was establishing a budget system for Field Experiences and making significant changes to the manner in which Field Experiences programs were funded. Gordon's insight was that

"this was a major turnaround to the commitment the Faculty was making to the Field Experiences program which said to us, your unit is an important unit in our Faculty and the unit should be treated in a manner consistent with that of academic departments."

After his four year term in what would be his last administrative appointment and final years as a Professor, Gordon retired from the U. of A. Five years later Gordon remains highly active with the U. of A. and views his current involvement with the University as a responsibility just like when he was on staff. I asked Gordon about how he stayed connected with the University and why.

At first, the thought of leaving the Faculty left Gordon with some misgivings. As it turned out, Gordon would remain on staff at the U. of A. with a continuing appointment as Assistant Dean in the Office of the Dean. Since "retirement" Gordon has remained working in the Dean's Office as editor for the Faculty's alumni publication (originally *Building Bridges*, now called *The Orange*), serving as planner and consultant to the Faculty's newly developed Aboriginal Teacher Education programs (with Blue Quills First Nations College near St. Paul and Northern Lakes College in Slave Lake), and working on special projects as requested by the Dean, often with Al MacKay as a partner who Gordon says "is, like myself, an evergrowing perennial around the Faculty."

In response to the "why" part of the question I had posed, Gordon replied, "I suppose it is all a part of that great *adventure* that began when we packed up our small, young family and moved to the U.S.A so I could attend Harvard" but, moreover, the U. of A. has become an important part of Gordon's, and his family's, life. As he put it, his continued work "brings me into regular contact with people who are my very good

friends. It's very satisfying. It's my great *adventure*. It connects me with my community."

Time had passed and the many hours of conversation took the form of a transcript that I passed to Gordon for review and reflection. I asked Gordon if he wanted to talk more about anything and while he felt that what he said had been accurately captured, he wanted to say something about two areas that we did not talk much about.

When we met, Gordon was clearly focused and had something specific, something new, to say. He began by explaining how absolutely critical the role, specifically in the form of support, his family has been throughout his life in academia. Gordon had begun his graduate work already married and with a young family. He soon came to realise that "it was no longer just myself. I had a partner and later we had a few little partners that became a part of my life. All of this became extremely important to me." Gordon explained that it became important to him to have these partners as he adventured through graduate school and began his academic career. Specifically, Norma brought "stability and clearmindedness to the way I thought about the world." And Norma would offer practical skills that would lend support to Gordon's emerging research and other academic interests. Norma supported Gordon in other ways that were to be crucial influences in making decisions about academic life. "At age 23 I decided that scientific research was not the preferred direction for my life but found that teaching was. She (Norma) supported me in making that decision and in all of the steps that I took to act upon that decision." It was a time where it was usual for women, even university educated women, to stay at home and raise a family. This was extremely helpful for

Gordon as he worked his way through graduate school, moved his family to Edmonton, and began a life in academia. Over and over, Gordon relied greatly on the support of his partner, whether it be while working long hours, during unexpected travel in northern Alberta, or through an unpredictable work schedule. "I did this knowing everything was looked after at home. My guess is that relatively few men of my generation would have been willing to support their wives so wholeheartedly in terms of career development and as selflessly as Norma did for me ... it took me through the stressful and uncertain times of an academic career." We talked considerably about how things are different today for men and women and how things were different then for women who were trying to find their way into academic life. Gordon's experience, which I believe to be more common than not for men who became academics at that time, made for an academic career which may not be possible anymore. As he put it, "it's really an academic career which the whole family was a part of and all of the accomplishments should be credited in part to Norma."

Gordon described his children as being an important part of this partnership centered around the University, their role being manifested in interesting ways. As he described it, "All of my children have studied at the U. of A. – among them they have earned two B.A.'s and an M.B.A. My son-in-law has a U. of A. Bachelor of Commerce and is a senior financial administrator on campus." As a family, they spend much time together on the University campus enjoying meals and sports, enjoying a place they all feel a part of. Gordon's grandchildren continue the tradition by attending Golden Bears hockey camps.

And finally, Gordon wanted to talk about the role that mentors have played in his academic life. I was particularly interested in exploring this aspect with Gordon for he has been an incredible mentor in my own life. I probably would not be working on a doctoral dissertation had it not been for Gordon. Gordon and I shared a very good working relationship – one that has extended into a good friendship, but throughout, I can honestly say that Gordon has been to me what I envision a mentor to be.

Gordon explained that one of the interesting things – something that the outside world does not really see – about academic life is that really you create your own work. As an academic you teach courses that are assigned, but even in teaching, the amount of freedom and choices that you are given in terms of curriculum, resources, and methods, is really quite great and in many cases left entirely up to the person instructing the course. As explained earlier, an academic's program of research is in many cases built by the academic and choosing what community service to engage in is almost entirely up to the individual. In all, there is a great degree of choice and freedom in the work of academics. On the other hand there is very little formal support offered to academics, support that would be helpful particularly at the beginning of one's career. Gordon asked, "So what does one do?" He responded, "I suppose very strong individuals look at their situation and say 'well I know more about this than anybody' and proceed from that point, making decisions on their own. However, I think that most young academics do not think this way; instead they consciously or unconsciously seek out more experienced academics to help them make decisions that they are confronted with. This was certainly the case for me." Throughout Gordon's career there were a number of people who provided him with

assistance in making decisions and, moreover, served as Gordon's role models after whom he would pattern much of his work.

Earlier, I wrote about Gordon's lifelong friendship with Ian Housego. Gordon listed Ian as his first mentor and role model; one who continues to be a very close friend. Ian, who is about five years older than Gordon, was instrumental in influencing Gordon to do doctoral work in Educational Administration. Gordon went on to say that throughout his own career, Ian would "serve as an inspiration for me as somebody who was an outstanding teacher, scholar, and writer." Gordon's admiration for Ian extended beyond his work as an academic for he respected very much Ian's deep commitment to social justice. Ian was a key figure as Gordon launched into an academic career and was one of the reasons that Gordon moved to Edmonton and, eventually, the University of Alberta.

Gordon talked about his second mentor, a colleague in the Department of Educational Administration, Ernie Ingram. Gordon shared Ernie's interest in working in field settings where Ernie already had considerable experience, working with community groups, native people, rural people, and school systems. Gordon respected Ernie's extensive commitment to work with the Alberta Teachers' Association and his understanding of the politics of education. Gordon was impressed by how many people Ernie knew who were school superintendents, principals, and teachers. Gordon began working with Ernie as a junior colleague in various field related projects. Later, Gordon would work independently in similar kinds of work but still viewed Ernie as a mentor even though he was no longer directly involved in Gordon's work.

Thirdly, "Wally Worth was an inspiration to me because of his very high quality

administrative skill. I have never met anyone who was more clear thinking and organized as was Wally. He had the ability to harness and marshal the energies of the people around him." Wally was about ten years ahead of Gordon in his career. Gordon respected Wally's wealth of leadership experience as he had served in many roles from University Vice-President to Deputy Minister of Advanced Education to Dean of the Faculty of Education (during which time Gordon served as his Associate Dean). Later, Gordon worked with Wally when he was appointed as Acting Chair of the Department of Educational Administration. "This was a troubled time in the life of our Department but I witnessed how Wally took a department that was in trouble and very unhappy and turned it into a harmonious, productive, working unit ... all in the course of a single year."

And so, Gordon and I concluded our conversation about his academic life as an Education Professor. Our conversation started months ago and it has been rich and productive. And while Gordon's story is truly unique, the parallels to the other two stories are remarkable. Further investigation of these similarities (and perhaps differences) against a backdrop of the literature is appropriate at this time. A discussion of what I have learned follows.

CHAPTER 6

Discussion of the Findings

(What I Learned From the Participants)

This chapter might be referred to as the findings for this study; however, it is my preference to refer to this section as a discussion of what I learned from the participants. In the method chapter, an in-depth discussion of how the data were collected, presented, and analysed was provided. From that discussion, it was suggested that what I learned would be presented in the form of categories of concepts. The categories that follow are presented in no particular order. After each category, a brief explanation is provided along with a description of how I came to each. The support for each category comes from what I learned from the participants. Finally, for each category, reference to literature, where available, is provided.

From the data analysis, I identified 10 categories. Each category consisted of a number of concepts. Table 1 presents the categories along with the concepts that were identified in each category.

Table 1

List of Concepts Within Categories

Category	Concepts Within Category
Role of professional others	what people said, potential others saw, role of colleagues, role of graduate advisors, work of other academics, mentorship, making lifelong professional friends
Early connections with the academy	opportunities for early teaching, enjoyment of university teaching, love of learning, enjoyment of university experience, early academic opportunities (teaching, research, service), little teaching in classrooms, personal networks in the academy
Drifting into academia	unintentional, not deliberate, unrecognized decision making process, intentions to return to classroom teaching
Serendipity	coincidence, being in the right place at the right time, how might life be different, good timing, good luck, sense of adventure, personal characteristics (positive outlook)

Table 1

List of Concepts Within Categories (continued)

Category	Concepts Within Category
Comfortable transitions	uneventful, few if any repercussions, no negative experience, little disruption in career development
Positive and rewarding careers	great job satisfaction, no negatives or frustrations, long and rewarding careers, highest enjoyment from teaching and community service, effect of looking back at one's career, lack of thinking about career transitions during career

Table 1

List of Concepts Within Categories (continued)

Category	Concepts Within Category
Responsive research	hesitation in talking about research, meet the research needs of others, difficulty describing program of research, uncertainty around meeting today's research expectations, research as involvement rather than passion, less time spent on research than teaching and working with students, research by contract
Community mindedness	work with the field, working with government, teaching resources for practitioners, initially missed sense of school community
Role of personal others	partnership, considering spouse and family, taking turns, shared/mutual decision making, role of spouse (raising family, support during graduate work)

Table 1

List of Concepts Within Categories (continued)

Category	Concepts Within Category
View of teacher education	bigger picture of teaching and learning, preferred work style (collaborative, case study, experiential), articulation of beliefs about teaching and learning, questioning of current trends and issues in the academy (namely pressure for research).

A discussion of each of the above categories is presented in this chapter and concludes with a synthesis of what this study contributes to the research and literature. The final part of this chapter presents statement of theory developed from the data from this study.

The Role of Professional Others

From each participant's story, there was overwhelming evidence that illustrated the role other people played in the participants' transitions from being a classroom teacher to becoming a professor of education. I have left this category quite general intentionally and it includes the role of mentors, colleagues, university administrators, friendships developed from work, teachers, and professors. The category does not however include the role of spouses and family which each participant reported as

another important role. I felt the evidence in that regard was so significant that it ought to be reported in a separate category. Thus, for this category I limit the discussion to the role of others as related to each participant's professional life.

In some cases, the role was very specific and limited in that it took the form of contact with another person at a point in time. In other cases, the role of professional others took the form of what became lifelong relationships. Yet in other cases, the category took the form of what others saw as potential in each of the participants that even the participants themselves might not have recognized.

Clearly, there are relationships with, and to some degree overlap between, this category and others. Three examples that illustrate this effect include this category and those of the nature of academic appointments, serendipity, and early experiences with work in the academy.

The Role of Others with Jon

Throughout our conversations, Jon spoke about a number of teachers, professors, and colleagues who had a significant role in his first choosing to become a teacher, beginning and completing graduate work, becoming a teacher educator, and moving through the ranks to become a full professor. Jon spoke at length about how his biology teaching methods professor had an impact on his preservice teacher education experience. Throughout his career, Jon remained connected with educators who coached (in both the athletic and mentoring sense) him through his experiences as a university student and later as an educator. These individuals were key to Jon's return to university to do graduate work. What seemed particularly interesting about the role of these individuals is

that Jon did not actively seek their advice or assistance. Instead, they saw potential in Jon that perhaps he himself did not see. As Jon described in our conversations "They were my advocates but not necessarily ones of my own choosing." There were several examples from Jon's story that support this notion, including him being asked to manage research projects during his Master's program and being asked to teach university classes for professors who needed to be away. Experiences such as managing research projects and early university teaching I believe were instrumental to Jon's consideration to not return to teach in lower schools and to consider teaching at the university level. Jon made specific mention of the role that others, such as Myer Horowitz, his first department chair, and the many Deans he worked with, played in his career,. For example, within days of learning of the disappointing news that Jon would not get an appointment as a vice-principal in school, the Dean of Physical Education offered him a temporary academic appointment. Then, just one year later, from the same Dean came an offer for tenure-track work. At this point he had not yet even completed his Master's degree, let alone doctoral work. Finally, it is clear from Jon's story that connections he made with others throughout his career evolved into lifelong friendships. Throughout our conversations, Jon made much reference to the fact that he remains friends with many of the teachers and coaches whose actions were so impactful to his career.

The Role of Others with John

References to the role of others in John's conversations were less explicit than Jon but nonetheless significant. Jon spoke about contacts and comments made to him which had a lasting impression. For example, from John's story I learned that he received his

preservice teacher education from a teachers' college and later returned to university to complete his Bachelor of Education degree where, while taking an English course, a professor asked John if he had ever considered entering an English Honours program. At that point John had not; however, it was this single comment from a professor that was significant. John explained that this professor's question had been highly motivating in his exploration of the study of English (completing an Honours degree in English) and eventually becoming an English educator.

There were many other examples from John's story that provided evidence of how others had a role in his becoming an education professor. For example, while John did not call Dr. Buxton a mentor, it was clear that from the time the two met, Dr. Buxton became a significant influence in John's coming to the University of Alberta to complete a doctoral program. Dr. Buxton later served as a teacher/mentor model for John in terms of how he conducted university classes and how he worked with graduate students.

In some ways, John's first university teaching experience (introductory English courses at the University of Saskatchewan) might appear to have been an unusual appointment. Here again, the role of others came into play as others saw John as being the right choice to help bridge what English professors perceived to be a gap between high school and university English programs of study.

After becoming an assistant professor at the University of New Brunswick, professors with whom John had previously worked during his doctoral program encouraged him to apply for a position back at the University of Alberta. What is particularly interesting is that the position was advertised at the associate professor level

which was somewhat unusual as positions were commonly advertised at the assistant level with the possibility of being hired at the associate level. Perhaps those encouraging John to apply wanted to make the position more attractive to him. From the same event, the role of others became even more apparent when I learned from John's story that he was offered the job over the telephone when he thought the call from the Chair, Dr. Berry, was to arrange an interview.

The Role of Others with Gordon

Gordon's story provided the most explicit evidence for the category of the role of others. Early in our conversations Gordon talked about his favourite teacher "Sir" and made regular reference to that person throughout our conversations. This figure in Gordon's story served first as a key mentor in his experience as a school-aged student, was influential in his decision to become a teacher, and remained at the top of the list of teacher role models for Gordon.

Early in Gordon's work life and prior to him considering graduate work, Gordon had positive experiences with scientific research. A large part of that enjoyment for Gordon was the influence of the work of a prominent scientist Dr. Walter Harris. Just a short time later, during his Master of Science program, Gordon was influenced by the research work of another leading scientist, Dr. John Spinks. Gordon described how these two people were significant influences in his thinking about research even though he would not pursue a career in scientific research.

When Gordon was considering going into a teacher education program, the Dean of Education at the University of Saskatchewan (U. of S.) arranged a pre-teacher

education experience for Gordon in schools. Gordon described this experience, and the person who arranged it, to be key influences in his decision to study in teacher education. Though a different person, it was later the Dean of Education at the U. of S. who contacted Gordon (who was at Harvard at the time) to consider an inservice teacher education assignment at the U. of S. It was that experience that influenced Gordon greatly to pursue teacher education as a subject of research and scholarship. During his doctoral program, professors Purpel and Mosher proved to be major influences in Gordon's research for his doctoral program and in his lifelong approach to teacher education through their way of thinking, scholarship, advice, and through the opportunities they provided. Gordon remains good friends with Ian Housego who was a key figure in Gordon's story as he first considered Educational Administration as an area of scholarship, and later in Gordon's move to Edmonton and to the University of Alberta.

Toward the end of our conversations, Gordon talked specifically about the role that mentors had played throughout his academic career. He clearly articulated the names of the people and carefully described the manner in which they influenced his work as a beginning academic and likewise throughout his career as a professor.

The Role of Professional Others as Described in the Literature

There was considerable mention of this category in the literature as related to the careers of teacher educators. Specifically, it was addressed in the context of mentorship. Ducharme's work dealt most extensively with the theme of mentorship in *The Lives of Teacher Educators*. Ducharme (1993) reported that most of the interviewees had

experience with mentors and that none reported what Clark in Ducharme (1993), described as relationships of "tyranny or authoritarianism."

It is important to note two aspects of Ducharme's research as related to the role of mentorship. First, Ducharme's group of participants was different than mine. Ducharme had 34 participants who were currently working in the context of university-based teacher education and his study involved both men and women. The findings from Ducharme's study reported a significant difference between the responses of men and women. My study involved men only. My participants were also retired. Second, Ducharme's method of data collection involved the use of structured interviews where participants were asked to respond specifically to a question of the role of mentorship. A standard definition of mentorship was provided to all participants which may have framed the findings. My data collection method used semi-structured interviews and took the form of conversations. I did not specifically ask about the role of mentors. The data collected on the role of others came naturally as a part of my participants' experiences. Nonetheless, Ducharme's findings are valuable to include in this discussion and generally support much of what I have discussed in the category of the role of others.

Ducharme found that nearly all of his participants had experienced mentorship both as doctoral students and later as professors. Those who responded to the question of mentorship indicated they had experienced being both a mentoree and a mentor. Ducharme also noted that many of the experiences the faculty had with mentors were the traditional ones, of an older person providing help or advice to a younger, usually less experienced person. While Ducharme specifically asked about experiences with

mentorship, it is interesting the participants included in their remarks comments about close personal relationships and collaborative work with colleagues. "Faculty often joined their remarks about mentoring with collaboration, another relationship implying closeness, (as) an opportunity for growth and development" (Ducharme, 1993, p. 82). These themes of closeness and personal relationship were also evident in the stories of my participants.

Research in the area of mentorship not directly related to teacher education supports what I learned about the role of professional others and applies to what has been described in the paragraph above, namely with respect to themes of closeness and personal relationship. Specifically the idea of informal and formal mentors as described by Kram (1985), Noe (1988), in Summers-Ewing (1994) offers support to what Ducharme and I have reported. Participants in my study all expressed what a significant role formal mentors had played in their career transitions. This was evident in Jon's story as he described the influence of university instructors, his cooperating teacher, sport coaches, and his first department chair. The role of formal mentorship was particularly evident from John's story as he spoke about his experiences with his doctoral advisor, Dr. Buxton. Finally, the most significant figure in Gordon's story was "Sir" who would not only influence Gordon's participation in sports and the decision to become a teacher but would also serve as a teacher role model for Gordon throughout his work as an educator.

The role of informal mentorship appears to have played an equally significant role in the career experiences of my participants. Throughout his story, Jon described what he referred to as lifetime friendships that were established in the context of work. John

described similar friendships and, like Jon, spoke about how he still spends time with former colleagues only now they are engaged in sports rather than collaborative work of a scholarly nature. Finally, Gordon's experiences with Ian Housego, another lifetime friend, provide much evidence supporting what the literature describes as informal mentors.

As indicated earlier, Ducharme found that men and women had different experiences with mentorship. Given that my participants were all men, I shall comment only on Ducharme's findings as they related to the men in his study. "The males in this study clearly had many opportunities to grow and develop under the sponsorship and support of mentors. Their careers were continually enhanced by numbers of mentorlike colleagues who helped get their work published and (in some instances) invited them to participate in lucrative consultation ventures" (Ducharme, 1993, p. 84). None of my participants commented on invitations to participate in *lucrative ventures*. However, all of my participants provided much evidence that suggested others enhanced their careers. Both Jon and Gordon spoke a great deal about the role of others in collaborative work. Gordon specifically indicated that others had a role in his getting work published.

Finally, Ducharme did make one reference to the role of others in the lives of Education Professors outside of the context of mentorship. When asked about influences and motivation for research and publication, Ducharme found that "for other faculty, the urge to conduct scholarly work came from their doctoral advisers and was sustained by associates and colleagues" (p. 60). Of course, the role of others would certainly include doctoral advisors.

Early Connections with the Academy

It is generally accepted that the cornerstones of academia include teaching, research, and community service. This category addresses how the participants in my study experienced connecting with academia, specifically, with teaching, research, and community service. While my study aimed at the experiences of university-based teacher educators, the participants all commented on their university experiences both as undergraduate and graduate students, and then later as beginning and experienced professors. As was the case with first category, there was overlap between this category and others such as serendipity, drifting into teacher education, and ease of transitions.

All three participants provided evidence suggesting they all enjoyed school immensely. Specifically, all three talked about their high degree of satisfaction and pleasure obtained from both their undergraduate and graduate university experiences. All three participants spoke about their university teaching as being highly rated (in terms of enjoyment and satisfaction in one's work) and the participants provided sufficient evidence to suggest that their work as professors was very much student-centred – enjoying teaching at both the undergraduate and graduate levels, working with graduate students, mentoring student teachers during practicum, and academic advising. Of particular interest is the fact that all three had very early experiences with university teaching and noted much pleasure and reward from that experience. When compared to the fact that Jon, John, and Gordon had relatively few years of teaching experience in lower schools (four, four, and one respectively) there is much evidence to suggest that early in their teaching careers the three made significant, early, and positive connections

with teaching at the university level.

Jon's Early Connections with Academia

Of the three cornerstones, Jon's story seemed to suggest that it was community service that was his earliest connection with academia. However, it is unclear how one differentiates between what could be described as extensive involvement in university affairs as an undergraduate (e.g., student associations, campus events, and other campus activities) and what is understood as academic community service. Jon's early involvement with university teaching and research is more clear. A primary motivator for Jon to begin graduate work after only a few years of teaching was the opportunity to be funded by a research project. Once in his Master's program, Jon became extensively involved with university research. From this experience, he not only became involved in the research itself but gained first hand experience with the administration and project management aspects of the research process. Jon was immediately attracted to university teaching. This could have been a reflection of his own admission for a "love and passion for teaching." It is interesting that in addition to his own course work as a Master's student, Jon voluntarily audited additional courses. More interesting is these courses were in the area of teacher education. Within what must have been a short period of time (four months or less would be typical), Jon demonstrated not only a keen interest but also earned a level of trust and expertise in a subject area. On more than one occasion, the newly admitted Master's student was asked to teach university classes in teacher education for professors. Jon's story provided much evidence of early and positive connections to academia.

John's Early Connections with Academia

From John's story, I was unable to find sufficient evidence that suggested early connections with research and community service other than the required research as part of a graduate program. However, there was much evidence to suggest that his early and positive university teaching experience connected him in significant ways to academia. John had taught at the university level as a part of his graduate program; however, it seemed that his experience teaching introductory English courses outside of teacher education was key to his connection to further graduate work. Note that at this time he was interested in both the disciplines of English and English Education. Through his own reflection, John recalled that this university teaching experience played a significant role in coming to teach at a university level. There is some evidence to suggest that John made a relatively early and positive connection to research in that prior to beginning a doctoral program, John had successfully received research funding from a national agency.

Gordon's Early Connections with Academia

Gordon's experience in connecting early with academia was in the context of university teaching and research. Gordon had been asked to teach high school chemistry at the U. of S. prior to teaching in high school. While he reported considerable self doubt over the appointment, he expressed much pleasure and reward from teaching at the university level. From his story, it is clear that this was a significant event for Gordon as he recollected the events that brought him to academia. Second, while still an undergraduate engineering student, Gordon's experience with the research of two leading

scientists immediately attracted Gordon to university research. Third, the opportunity to work with inservice chemistry teachers at the U. of S. grounded Gordon's newly found interest in teacher education. While he had already completed graduate work in both science and education, this experience with inservice teacher education was still early in Gordon's career as he had only taught one year in high school. There was some evidence from Gordon's story to suggest an early link to community service in that during his doctoral program, Gordon took on major responsibilities as the assistant director of a teacher education centre at Harvard and as a member of an editing committee for a professional publication.

Literature References to Connecting with Academia

None of the literature I reviewed made a direct connection between early experiences with academia and teachers' transition to university-based teacher education. However, there was some reference in the literature that lent indirect support to this category. Again, Ducharme's work provided the clearest support.

Like my own findings, Ducharme reported that all of his participants enjoyed teaching both in lower-schools and later in university. As with the participants in my own study, all 34 of those in Ducharme's study had relatively few years of teaching experience before coming to work at a university. "Their time in schools ranged between only three and seven years" (Ducharme, 1993, p. 46). In addition to expressing their satisfaction with teaching, many of Ducharme's participants expressed misgivings about schools. However, "despite their misgivings about schools and their decisions to leave, these faculty repeated and repeated how important, how invaluable their lower-school

experience was ... that time continued to exert a powerful influence on the faculty during their careers" (Ducharme, 1993, p. 46). Aside from the comment about John's being tired as a result of his teaching combined with personal commitments, none of the participants in my study expressed any misgivings about their experiences as classroom teachers nor did they recall any degree of difficulty teaching in school. Ducharme's participants all, to varying degrees, expressed that "life in schools had its difficult moments" (p. 34). I can think of two possibilities that might explain this difference in findings. First, I believe that the people I worked with are extraordinarily positive individuals who probably would cast a positive perspective on almost anything. A second explanation has to do with the stage of life that each group of participants was at during the time of each study. The people I worked with provided evidence from a reflective (retired) perspective. I speculate that such a perspective enables one to view life in a more positive manner than that of the views of those currently in a context under examination.

As was the case with the participants in my study, Ducharme reported that "the professors expressed considerable pleasure at their decision to become teachers. Most loved it" (p. 36). Finally, from Ducharme's work, similar findings are reported on the student-centredness of the work of professors in the study. "These faculty not only enjoy working with students, they also praise them highly. They are proud of them" (Ducharme, 1993, p. 89).

Drifting into Academia

The next category I found common to all three of the participants was a description of how each made the career transition to work at a university. The word *drifting* came from one of my participants and it seemed to capture well the expression of the participants' experiences as related to how they experienced the move from being a classroom teacher to becoming a university-based teacher educator. In contrast, the other word used by Jon was *deliberate* as he described what was not the case in his coming to work in academia. Not deliberate was also the experiences of the other two participants. Thus, what is meant by this category is that the experiences of the three people I worked with suggested their move from being a classroom teacher seemed to be more of a drifting rather than a deliberate plan or choice. As revealed in the following discussion, this category is supported by the literature.

Jon's Transition

A main reason that Jon returned to university to do graduate work was to obtain the academic credentials that would help him become a vice-principal. Throughout his Master's program, Jon had every intention to return to school as an administrator. Jon's drifting was swift in that he was offered a tenure-track position well before he considered enrolling in a doctoral program. Jon's coming to an academic career was in large part a result of the role of others and, I am certain, of his own ability. However, there is no evidence to suggest from his story that at any point in time did Jon intentionally set becoming a university teacher educator as a career goal.

John's Transition

From John's story, we learned he had long wanted to become a school teacher and, given his family's limited resources, did so through teachers' college route rather than university which would have been his first choice. Once he began teaching he pursued his goal of attending university. But all the while he was completing his B. Ed., B. A., and M. Ed. degrees, John still saw himself returning to school. As indicated earlier, being offered the job of teaching English courses at the U. of S. was a key experience in John's drifting into teacher education. From our conversations, it was apparent that John was surprised to be asked to teach these university level courses. Prior to that experience, John did not think about a career at a university.

Gordon's Transition

Of the three people in my study, Gordon's career as a classroom teacher was the shortest (one year). Despite this, throughout his graduate work (at least at the Master's level) Gordon had every intention of returning to school to teach. In recounting his story, Gordon did explain that during his Master's program he began to consider work in schools which did not involve teaching science (e.g., being a counselor or administrator). Gordon talked about his surprise at, and doubt about, being asked to teach high school chemistry at the U. of S. and likewise, being asked to teach inservice science teachers. This recognition of surprise could lead one to conclude that still at this point in his career Gordon did not see himself moving into an academic career at a university.

I want to draw special attention to what I learned about the nature of each of the participant's first academic appointments. All three participants were appointed to their

first tenure-track position in what appears to have been a relatively easy and painless manner. Jon was offered a position by the Dean after serving one year in a sessional appointment. John had applied for an advertised position. When John was contacted by the Chair of Secondary Education at the U. of A. for what he guessed was a phone call to arrange an interview, he was very surprised to learn it was an offer of the appointment. Likewise, Gordon was recruited for his first tenure-track position. And while there was a search process for that position, he had not applied for it and was told by the Chair that the search process was only a formality.

I can think of four reasons that would offer an explanation for the way these appointments were made. First, the three were appointed at a time when perhaps there was not a protocol or expectation in place for formal search committees and selection processes. You will recall from John's story that he had sent out applications to every university in Canada and that there seemed to be few positions open in his area at that time. John did report that the growth of universities from an earlier time had slowed down. Second, the earlier discussion on the role of others may have come into play. Each of the three appointments had a personal connection associated with them. Third, perhaps my study reveals the role of serendipity, which is discussed later, more than anything else. That is, perhaps the participants were all just in the right place at the right time. Fourth, and most credible for me, is that I believe each of these three people were sought out because the institutions doing the seeking simply knew who they were getting. I have no evidence other than my own personal experience with the three to support this. I believe they are simply too modest to suggest such might have been the case.

What the Literature Indicates About Teacher Transitions to Academia

For the most part, the literature supports what I have described as drifting into teacher education. In particular, two sources dealt directly with this category.

Weber found a similar conclusion in her study of university teacher educators. "For many of us, becoming a university-based teacher educator is the unexpected, the unintended, even the seemingly impossible. The offer of a position as professor of education often catches us by surprise, revealing that few of us initially look upon ourselves as possible professors" (p. 159).

Ducharme presented a weaker case in support of this category. In fact, his findings are mixed. Ducharme's study actually reported reasons why teachers left teaching. Thus, one might conclude that a process of deliberation in articulating reasons for leaving implies that a deliberate choice, not drifting, was made. However, there was some evidence that suggested support for the category I have identified:

> Even though some (teachers) had encountered difficulties in their early teaching, they unanimously reported that they had been successful teachers. Most left without a clear notion of what they might study in their doctoral work or what they would do after doctoral studies. Thus they left the security of a position in work they liked for an unknown future, one that did not guarantee a comparable level of happiness and accomplishment. (Ducharme, 1993, p. 41)

There was no mention in the literature for how participants in other studies experienced their first appointment other than Weber's suggestion that the first appointment appeared to be a "surprise." However, research in the area of educator

career transitions suggests that people who work in places of education are more likely to pursue a higher level of educational attainment which, in many cases, may lead one to consider career advancement or change where "it appears that working in an educational environment sets the stage for obtaining further education" (Cembrowski, 1997, p. 51). While this notion of where one works does not directly relate to teachers making the transition from classroom to university, it does inform the question of why teachers might consider graduate work which in turn might cause one to consider possibilities other than returning to classroom teaching.

Serendipity

"Making desirable discoveries by accident"

(The Random House Dictionary of the English Language)

I enjoyed working with this category as I have long been fascinated with the question of how life might be different if we were, or were not, in certain places at certain times. I did not originally refer to this category as serendipity but the word was suggested to me when I first presented my research at a graduate student conference. I have used it since. My own simplistic explanation of what I mean by serendipity is the occurrence of being in the right place at the right time. Both the definition provided above and my own less sophisticated explanation describe this category as an instance when something good happens that was not planned for or intentionally sought out.

To clarify further, evidence for this category suggests more than simply being in the right place at the right time. I believe that, more than just coincidence, there are also certain personal qualities that enable one to move forward with a serendipitous moment.

Examples of what I mean by such personal qualities would include having a positive outlook, a sense of adventure, risk-taking, openness to change, flexibility, etc. Thus the idea of serendipity combined with certain personal qualities takes coincidence further into perhaps life-changing events.

While I did not explicitly bring out this idea in our conversations, nor was it presented in the interview guide, all of the people I worked with provided specific evidence to suggest some of the experiences that had a role in moving the participants from teaching to academia might best be explained by serendipity. I would also suggest that having known each of the participants, I would describe each as having the personal qualities indicated above. I found the conversations around this idea to be very interesting and each participant was able to describe experiences as being occurrences of serendipity. It was further interesting to learn that these same instances were also described as key events in the participants' career transitions. As with other categories, there is a close relationship between this category and others. The role of others is one such example. The following discussion provides specific evidence for the category of serendipity.

An Example of Serendipity from Jon's Story

From Jon, I learned that when he began his Master's program his primary goal was to return to school as an administrator. He became angry when he learned that he would not be considered for an administrative position. Yet, when he served his resignation to the school board suddenly there would be an administrative appointment offered to him. For some reason Jon chose not to take the offer but to proceed with his

resignation. Jon's persistence (what he referred to as his "stubborn nature") is a good example of a personal quality that enabled him to move in a direction with the unexpected; a direction that began to take him to a career in academia. Looking back, Jon explained that this event was a surprise and that the subsequent offers of academic appointments were also surprises.

Serendipity - Examples from John's Story

John and I talked a great deal about this idea; the conversations provide a long list of examples that illustrate this category. One example was presented earlier when John was offered the appointment to teach introductory English classes in the College of Arts and Science at the U. of S. Again the category of the role of others runs parallel to this event. John also reflected on how things might have turned out differently had he not had the opportunity to take the bus from his home to school and when he finished high school how fortune would have it that he would be among the first to receive provincial funding to attend Teachers' College. As a result, this event meant that he would not have to return to his home town to teach. Receiving the Hannon scholarship enabled John and his wife to immediately act upon the opportunity to move to the east when John was offered his first academic position at the University of New Brunswick. All of these examples provide evidence to this category called serendipity. As with Jon, I believe that John presents personal qualitites such as his own love of learning, a positive outlook, and the courage to take risks that, when combined with a serendipitous event, facilitated John's move to a career in academia.

Serendipity – an Example from Gordon's Story

I was really interested in Gordon's use of the word adventure throughout our conversations and it is through Gordon's quest for adventure that I illustrate his experience with serendipity and the role of his personal qualities that facilitated his career transition. Gordon seemed to give my question of why did he chose Harvard for his graduate programs much consideration. In fact, it seemed that he had never really thought about the question before. However, it was his adventure to Harvard that brought him into contact with other experiences that were key to his move to academia. Gordon was also in the United States when the "Sputnik scare" rippled throughout North America. Gordon's being asked to work with chemistry teachers as a part of Canada's reaction to what the United States was doing, was a reflection of being at a place at the right time. Gordon's quest for adventure is an example of a personal quality that permits one to move forward with serendipity. In addition to his sense of adventure, Gordon is one of the most open-minded, forward and positive thinking people I have ever met. These add to the list of personal qualities that work together with serendipity to allow one to move forward.

What the Literature Says About Serendipity

There is very little evidence in the literature to suggest a category of serendipity in the career transitions of educators. Perhaps it is that everyone to some extent experiences serendipity. Perhaps it is because it something for which it is relatively difficult to provide evidence. In any event, there was some suggestion of serendipity from Weber who I previously quoted as stating that "For many of us, becoming a university-based

teacher educator is the unexpected, the unintended ... the offer of a position often catches us by surprise" (p. 159).

While not calling it serendipity, Career Development Theory offers support to what I have called serendipity. Osipow (1983) labeled one of the five areas of career development theory as "sociology and career choice." Within that body of theory, Osipow referred to the "Accidental Theory of Vocational Choice (where) the approach has as its central point the notion that societal circumstances beyond the control of the individual contribute significantly to career choices" (p. 10). Osipow's use of the word "accidental" holds similarities to how I use the word serendipity.

It seems that research dealing with the subject of critical incidents provides support to this category of serendipity, namely what Measor (1985) described as extrinsic critical phases in educators' lives where world events have an effect on educator careers but give the individual teacher little or no control as to how the event impacts one's career. Measor's research used the example of the Second World War to illustrate what was intended by an extrinsic critical event. A good example from this study would include Gordon's description of the impact of the "Sputnik scare" on teacher education and education more generally throughout North America.

Finally, in the above discussion I have provided a list of personal characteristics of the participants in my study and speculated that such characteristics enabled the participants to move forward in positive ways when confronted with serendipitous events. While other literature did not specifically make a link between personal characteristics and serendipity, research in the area of career transitions suggests there are certain

personal characteristics that enable one to move forward one's career. Hall (1986) "identified a cluster of personality traits that make people more open to (career) change. These included: flexibility, tolerance of ambiguity and change, positive self-esteem, personal hardiness, and independence" (p. 249). While not identical to the characteristics I identified in the discussion of serendipity, there are considerable similarities between Hall's list and the one I determined.

Comfortable Transitions

A part of my intent with this category came from my own wonder about what it is like for teachers to move from teaching in schools to tenure-track work in universities. Prior to the conversations with my participants I wondered about things such as more freedom, greater autonomy, less structure in one's work, potential pay differences, implications for pensionable service, and so on. As I read about the lives of teacher educators I learned that Ducharme in particular talked about a "new life" which suggested to me a considerable change in work lifestyle. In addition to my wonder about the career transition from teaching in schools to tenure-track work, I hoped that my respondents would also talk about how they experienced their move through the academic ranks of assistant to full professor. Rather than providing separate comments from each of the participants and the literature, I shall illustrate evidence for this category in a more general manner.

From the participants, there is evidence these teachers experienced little, if any, noticeable transition from being a classroom teacher to tenure-track work. This should not be a great revelation given the discussion from the category entitled *drifting into*

academia. These two categories are closely related. Again one has to consider that the participants are in a time and place that provides a reflective look at the past and may reveal a more positive outlook on personal experiences. Each of the participants is further removed from the transition from school to academy and from the promotions of professorship than is a person who has just been hired into tenure-track work or one who has just received tenure or promotion. In any event, it is noteworthy that none of the three could remark on what I thought would be a significant transition into the academy. Only Gordon spoke about the freedom granted to academics and how this was different than when he was teaching in schools. It should be noted that this was raised in the context of a discussion addressing the rewards and frustrations of academic life and not a discussion about the transition from school to work at a university.

None of the participants could speak to any lasting transition implications that related to salary or benefits (e.g., pension). Jon did make a comment about a cut in pay, however, this was in relation to his salary as a sessional instructor rather than in a tenure-track appointment. While John had not personally experienced any difficulty, he did observe that some of his colleagues who moved to universities in the United States expressed difficulty in terms of transfer of pension funds and buying back prior pensionable service.

An important consideration as I illustrate this category is that there is a direct relationship between the number of years of teaching and the time it took for each participant to move into a tenure-track position. That is, given that each taught a small number of years, his salary would not be that much different from a beginning academic

and, provided the benefit service plan was reciprocal or comparable, transferring pension contributions and buying back prior years of service would have been relatively easy. Again, talking about experience in a reflective way probably puts a more positive outlook on this issue if there was an issue at all.

Other studies reported more specific findings from participants on the question of transition from teaching to work in university-based teacher education. Ducharme reported experiences of "a new life of self-direction and autonomy that replaced the previous life of little self-management and control by bells and schedules. Faculty did not always find the transition easy, but they generally welcomed it once they had accommodated to it" (p. 48). There are two factors to consider when comparing such findings to those I have drawn on the theme of ease of transition. First, research such as that conducted by Ducharme occurs in a different time and place and, again, the perspective of looking back rather than at current experience probably produces a different perspective. Ducharme's participants may very well have been closer to times of transition than were the participants in my study. Second, Ducharme's method of data collection specifically asked participants to respond to questions regarding transition. Thus, more specific responses might be reported.

Equally significant was that my participants reported very little, if anything, on the subject of transitions with respect to tenure and promotion. In fact, Gordon reported he "thought something had happened" and but was only later told it had been his promotion to full professor. Jon talked about rejection he encountered in applying for full professor. However, it is clear from his story that it simply may have been too early in his career to

make such an application. Further we learned that he did gain full professorship that same year when he successfully appealed the earlier decision. Again, such findings might be a reflection of experiences in different times and what I believe is a more positive perspective when looking back.

A final comment on the category of comfortable transitions, which was not mentioned in any of the literature specific to the lives of teacher educators, was how university-based teacher educators experienced retirement. Given the group of educators I chose to work with (retired professors), the subject of retirement did come up. I listed that subject in the interview guide. From the stories, it seems apparent each of the three participants experienced the transition to retirement in a comfortable manner. Further, each participant continued working and participating in the university community. Jon did express sadness in talking about retirement from the university but he used *sadness* as a word to describe the day that he would not be involved with the university more so than to describe when he retired. John remained involved in university work for a year as he finished working with his graduate students and when he taught a course without pay. He then made the decision that his future involvement would be of a sports nature with former colleagues and, as he put it, "for the wine and cheese parties." Finally of the three, Gordon remains most involved in university life but it is interesting to note that clearly none of the involvement is with the department where he held his academic appointment. Instead, his involvement takes him back to work that he enjoyed most, off-campus programs in northern Alberta and in other areas of community service. It must be noted that the department that Gordon had been a staff member of has been merged with two

other academic departments. This departmental merger occurred near the end of Gordon's last administrative appointment as Assistant Dean, Field Experiences.

In summary, there appeared to be ease in the transition of my participants from work to retirement. However, it should be noted that while retired, each of the participants remains involved with the university he retired from and mostly in relation to social events and contributing to university community service. Further study on the retirement experiences of academics would not only be informative but would fill a void in the existing literature dealing with the lives of teacher educators and university academics more generally.

Positive and Rewarding Careers

I remember one of my participant's declaration – my recollection is that he even sounded a bit embarrassed – that perhaps I approached the wrong person to work with in that he could only remark on how positive his career as a university professor and teacher had been. For John, it had been the "best and most wonderful work in the world." He indicated that perhaps his view was too "Polly Anna." The other two participants would describe their experiences of work in no less positive terms. The title of this category needs no further description and I can report that all of the participants could remark only on the positives and rewards they had experienced through their careers as educators. They also suggested that any negatives or frustrations they may have experienced would be ones that they would have experienced as an educator regardless of the level at which they worked. John's expression of his discomfort in evaluation and assessment practices provides a good example.

While perhaps not apparent from the experiences as I have written them, recorded thoughts and observations in field notes revealed I did not have to ask about the positive or rewarding aspects of the work for content seemed to come up naturally in our conversations. I sought more than sufficient evidence regarding the rewarding and positive aspects of the participants' work. However, what did not come up was any evidence of frustrations or negative aspects of the work despite its inclusion in, and even reference to, the interview guide. In fact I recalled, and recorded, how I specifically had to bring the subject up during the conversations. More surprising was the fact that each of the three conversations came to a halt upon my asking to share frustrations or negative aspects of the work. Each participant had to think carefully about his response and I learned the response was really no response. Rarely during the conversations did the participants have to stop and think about what they wanted to say. And rarely did any of the three participants have little to say.

Only one study could report the degree of satisfaction that I have reported in that Beck (1957) described his career in the following way: "One of the greatest joys of an instructor, in a teacher education institution, comes as I observe the transition of young men and women from students on a college campus to full fledged teachers. My life as a teacher of tomorrow's teachers is replete with experiences that are stimulating and rewarding. Yes, to me, teaching is really exciting. I love to teach, teaching is my life" (pp. 8-9). Ducharme reported that his participants experienced as many joys and positives as they experienced frustrations and negatives. However, similar to my own findings, he found "... exciting and fulfilling, these words bespeak a quality of life that

generally runs through the remarks of all the interviewees" (p. 85). Ducharme also articulated a caution related to this category in that "life in higher education is extraordinarily complex and to have participants comment on single joys and frustrations as related to work was difficult" (p. 85). It is worthwhile to note that even though Ducharme reported an equal number of positive responses as negative, many of the negative are associated with inequities, some related specifically to differences in how the sexes experience academic life. Given the fact that I worked only with men, and my study is contextualized in a time different from Ducharme's study, it is not surprising that such issues did not surface in my study. Ducharme concluded "These are individuals whose feelings of satisfaction far outweigh their feelings of frustration and are people with a zest for the professional life. But one must attend to the frustrations, particularly to those that bespeak inequities in the professional life" (p. 101). Ducharme's use of the descriptor "people with a zest for the professional life" supports my own findings. Less obvious was the manner that Weber addressed the question of the positives and negatives of being an academic in teacher education. Nonetheless, there was some evidence to suggest that her participants experienced frustration as related to time, namely the lack of it, in the work of academics.

To complete the discussion of this category, I need be explicit about one caution. I chose to work with retired individuals and speculated their responses would be relatively honest and they would have little to hide or not talk about given what I thought would be detachment from their place of work. However, especially with studies dealing with lived experience we can never be certain of untold stories. Given that each was still

connected to some degree to the faculty, perhaps participants in my study simply chose not to speak of any negative aspects or frustrations of their work as professors in education.

Responsive Research

Already, I indicated the three cornerstones of academic work include teaching, research, and community service. In that discussion considerable mention was made of all three participants' highest rating for teaching. Community service will be discussed as the next category. I have called this category responsive research to mean research done in response to a request or need of others in the form of either an entire program of research or a variety of individual research projects. All three participants described their research work to have been in response to needs of others. While I did not have to ask specifically about how teaching was a significant part of their work as an academic, I did have to probe each participant to comment on their research work. None of the three could describe a program of research they had designed. Nor could any of the three report substantial externally grant-funded research as a part of their tenured research work (although two of the three did report receiving small amounts of research funding from a national funding agency). Finally all three participants, without any probing from me, indicated they felt that their research would not measure up to today's expectations for beginning and experienced professors. The following examples provide specific evidence for this category.

Jon's Responsive Research

It was Jon who described his research work as a response to either the work of others or filling a need as related to curriculum. Jon's research work was of a contractual nature, in most cases meeting requests of the Provincial Department of Education where he had been seconded. Jon acknowledged his own weakness in research throughout his academic career. One might recall that from his story, the major deficiency of his record at the time of making application for full professor was that he did not present sufficient scholarship that might entitle him to a reputation of a national or international scholar. Interestingly, Jon successfully appealed the deficiency on the basis that he had indeed obtained national status as a scholar but it was based on his reputation as a teacher not as a researcher.

John's Responsive Research

Like Jon, John's research contributions were largely for the Department of Education and were of a more specific nature in that his publications were clearly aimed at producing materials and resources for English Language Arts teachers.

Gordon's Responsive Research

Finally, Gordon's research contributions were also of the sort that included curriculum resources and were geared to the delivery of graduate programs, both for work on the University of Alberta campus and in Gordon's international work. It should be noted that his involvement in the creation and development of the principalship simulation program spanned over 15 years, a period of time which could allow the project to be viewed as a research program. Gordon authored and contributed to a number of

reports, many involving the work of community colleges in Alberta at the time. While this work was of a research and scholastic nature, it too was in response to the needs of others.

What the Literature Indicated on the Category of Responsive Research

There was no specific evidence for this category. However, the literature does comment on how university-based teacher educators experience research. Much like my own findings, Ducharme found there was a wide range of scholarship in educational research and found "all (of the participants) had the general feeling that something must be done, so they did something the value of which they questioned later in life when they had accumulated some experience and a little wisdom" (p. 43). The statement "questioned later in life" is particularly supportive of what all three of my participants indicated about their own research.

Weber found that "teaching and other pedagogical concerns are the most important aspects of our professional identity as teacher educators and that teaching rather than formal research determines the way we set our priorities in lived time" (p.163). This statement supports what I found with my participants in their assessment of teaching as being highly rated. In terms of pedagogical concerns, both Jon and John engaged in research activity aimed at the curriculum development and teaching resources for particular subject areas. Gordon's extensive use of the case study method and other experiential learning suggests further contributions in terms of pedagogy.

The uncertainty of my participants concerning their own research may not be unique to them. Clifford and Guthrie (1988) suggested a concern about educational

research more generally and stated "education faculty are an intellectually fragmented group, more divided into sects than their nineteenth century medical counterparts ... some (faculty) are former elementary or secondary school teachers or administrators who have carried a particular orientation into the college and university world" (p. 40). They went on to say that education faculty are "drawn to higher education less to promote scholarship than to improve the quality of teachers by teaching future teachers and they are likely to spend longer hours on the campus in teaching and advising than on research projects" (p.80). From the research of Clifford and Guthrie not only does one learn of a concern with educational research, but the literature also begins to suggest a connection between what one held as a priority in schools (i.e. teaching students) and what one brings with them into university-based teacher education. Other research supports this connection, in that Durcharme found his participants "unprepared to meet the demand for research and scholarship when they began careers in higher education, in part, as a result of their previous experience in lower schools, where there are no such expectations" (p.54).

Community Mindedness

A third cornerstone of academic work in universities is community service. Community service is generally understood as the universities' commitment to providing service to the community outside of the university. It may take the form of working with other educational institutions or agencies such as government, community colleges, and school districts or it may take the form of more public relations and information sharing with the community in which the university is located. I intend this category to include

what is described above and also a more general sense of an individual's desire to work as a part of a community whether it be within the context of a university or more widely.

Participants' View of Community Mindedness

All three participants expressed a desire to work as a part of a community. All three reported that this condition was desirable early in their teaching career and two of the three participants reported they felt a sense of loss in the transition from teaching in schools to work at a university. However, a sense of community was equally important and present at the university level but seemed less apparent than community in and around schools. As well, this sense of community in a university setting took more time for the participants to locate and identify with. However, all three participants reported their desire to work as a part of a university community was apparent throughout their lives as academics. Though not explicit, there was some suggestion from the participants that this sense of community had changed somehow in recent years. And while it was difficult to describe, each participant reported that the community atmosphere, at least as far as their former departments were concerned, seemed different from when they were actively involved in the department. Moving outside of the department, Gordon recalled a time when the Dean of the Faculty asked about the personal lives of the staff as a gesture of care and concern and also as a contribution to community building in the Faculty. Caution should be raised here that this was reported for a particular Dean and may have been more a reflection of a personal style of leadership rather than a description of the community of the Faculty.

There are two considerations that might help explain what has been suggested as a

change in the community mindedness of the modern academy. First, with increasing pressure to engage in research and scholarly publications, especially grant funded projects, there appears to be the need for academics to work off campus (e.g., home offices) or in isolation on campus (e.g., in an office with the door closed). In many cases, today's professors set time aside during the day or week to work exclusively on research and writing. Often this takes away from their presence on campus and diminishes the amount of other community service they are to contribute to. Second, again the perspective of looking back at one's past may give a sense only of the positive contributions to the experiences.

In the other sense of providing community service, all three participants engaged in a number of activities throughout their careers which contributed to community service. All three reported their contributions as being necessary and equally important to their teaching and research responsibilities. Jon provided a lifetime of service to the work of amateur sports, John provided much service to associations related to the professional development of English teachers (e.g., Specialist Councils), and Gordon continues in retirement to provide much service to the work of community colleges in northern Alberta.

As far as the literature was concerned, I found no reference indicating what university-based teacher educators had to say about either their contributions to community service as a part of their academic work or in terms of a preference for a community oriented work environment. While the literature provided extensive findings related to university teaching and to a lesser extent, research, there was no mention of the

experiences of faculty as related to community mindedness.

The Role of Personal "Partners"

I really enjoyed developing this category mostly because its emergence came as a complete surprise to me. I had not considered this category as I developed the research proposal, nor was reference of a similar nature made in the literature. The word in the heading above was intentionally put in quotation marks to acknowledge that it was not my choice of word. I was surprised to learn two of my three participants used this term to describe their relationship with their spouses. I perceived their relationships with spouses to be more traditional and therefore expected perhaps the use of the words spouse, wife, or family. Moreover I was surprised to learn the subject came up at all. In two instances, it was the topic of an entire interview.

At first glance, this category could easily have been included in the first category which I labeled the "role of others." However, I chose not to do so. Evidence for separating this category came with such significance, that I chose to present it as another category. There was virtually no reference to personal partnership, spouses, or family in the literature or in the interview guide.

While I was surprised to learn of the subject as it came up, I soon realised how significant this part of our conversations was. Even though I was initially struck by the word 'partner' in its modern and perhaps unconventional way of describing a relationship between two people, the participants used the word to accurately describe a significant part of their experience of teacher career transitions.

At first thought, it may appear this category is not as significant as I have built it

up to be. The point I find significant is that a great deal of discussion was generated on a subject that I had not anticipated or raised. I also believe it somewhat unique for these men, in particular coming from a generation where perhaps the support given by their partners may have been expected, to have reported something so personal, knowing it would be presented in public text.

Evidence from the Participants' Stories

All three of the participants reported that their partners and, to a lesser degree, family played a major role in the transition from being a classroom teacher, to graduate student, and in coming to academic life. Both Jon and Gordon talked of the role of their partners at great length and described their experiences with their partners in a separate interview. What I found particularly interesting was that while I would not call it an afterthought, both men well after our conversations contacted me later asking if they could talk to me about the role of their partners in their career transitions. I was surprised and excited to learn of this contribution.

Jon spoke of how his partner supported him first as a graduate student and throughout his life as a professor. Jon also reported that he too supported his partner in her return to university and also in her work in planning international sport events. Gordon spoke of the role his partner took in supporting him through his graduate work and then in academic life. Specifically, Gordon described this support in terms of his partner looking after family and a home while Gordon was engaged in his academic work. Partner and family were very significant considerations when Gordon had the opportunity to move to another university. They were also a major factor in considering a move to

Edmonton. Both Jon and Gordon described their partners as being key to their connections to a university community. John made not less significant but less deliberate reference to the role of his wife (John did not use the word partner). However, there was regular reference, without prompting, throughout our conversations to the role that John's wife and family played in making decisions about career transitions and in the support John received from his wife while he was a graduate student.

What the Literature Indicated About Personal Partners

As indicated earlier, there was no reference to partners as I have described them for this category in any of the literature I reviewed specific to the lives of teacher educators. It is clear that the studies of others on the lives of professors of education were clearly more focused on professional lives and associations with others. However, from my review of the literature, it seemed that no other teacher education study handled the collection of data in such an in-depth manner, or engaged in a level of relationship, as did I for this study.

While there was no direct support in the teacher education literature for what I found about the role of personal partners, Measor's description of critical phases does support, indirectly, what I found about the role of family in career decision making. Measor (1985) argued "there are key events in the individual's life around which pivotal decisions revolve. These events provoke the individual into selecting particular kinds of actions and in turn lead them in particular directions" (p. 61). More specifically, Measor's classification of critical phases into extrinsic, intrinsic, and personal is particularly useful. All three of my participants indicated that there were times in their

careers where their young families had a significant role in decision making. According to Measor's classification, recognizing the effect of a decision on one's family would fit into the personal category of critical phases. "Family events, marriage, divorce, births, and deaths are events that provoke critical phases and project an individual in a different direction" (p. 62).

A Definite View of Teacher Education

I found this last category complex and difficult to articulate in words; I considered not including it at all. I called this category a definite view of teacher education and it can be described as a framework or way of understanding that an individual has acquired from the set of experiences of being a teacher, learner, and researcher. As a university-based teacher educator one has the opportunity to put one's way of thinking, philosophical orientation, or set of views into one's work. This may be played out through a research program or style of teaching. For many who take on administrative appointments, it may be played out through a position of leadership. As I made decisions about who I wanted to participate in this study, I intentionally sought out men who had at one time taken on several administrative appointments that would be viewed as positions of leadership in teacher education. The point of this category is to illustrate how the participants' view of teacher education played itself out in their roles as educational leaders.

Participants' Views of Teacher Education

The associate. Jon's view of how people should work in teacher education was to do so collaboratively. From his story I learned that such a preference was already emerging as

an undergraduate (and quite possibly well before) and continued as a beginning teacher, a graduate student, and beginning and experienced professor of education. This preference for collaborative work was probably the most distinguishing feature of Jon's leadership in teacher education. This was clearly the case in terms of how Jon worked with colleagues, students, teachers in schools, and the profession more generally. My many personal experiences with Jon, though not revealed explicitly in Jon's story, lend great support for what I believe to be Jon's preference for collaborative work in teacher education.

The learner. John's view of work in teacher education emerged early in his story. I believe that his belief in learning to learn on one's own is key to understanding John's view of teacher education. John's early learning experiences in a rural one-room school house shaped in significant ways how he viewed teacher education. In his story, John actually articulated this idea by describing how his preference for learning – "learning to learn on one's own" – played itself out in how he worked with colleagues, undergraduate and graduate students, and in his own research program involving writing workshops.

The adventurer. Gordon spent time talking about his views about teacher education. Gordon's view of the importance of experiential learning need not be repeated here; however, what he believed to be important about experiential learning influenced how he viewed teacher education. This was apparent in his early work as an undergraduate in the Faculty of Engineering and later was conceptualized in his work with two prominent scholars in the area of experiential learning at Harvard. Gordon carried this set of beliefs with him and applied it to his work in teacher education both at the University of Alberta and abroad (you may recall his extensive use of case study while working with inservice

educators in China), as a foundation in his own program of research, and in his work with students of pre/inservice teacher education.

Relationship to the Literature

While the literature on the study of teacher educators did not make such a connection, and nor did it deal specifically with the category I identified, there was considerable evidence reporting many similar ideas that brought me to this category. Some examples are included in the following passages: "As I look back on my career ... it has been driven by the lure of trying to change ideas and behaviors of others ... seeking different ways of helping students and adults grow ... changing individuals and institutions" (Cuban, 1991, pp. 102). "One of the key functions of schooling is to induct the young into legacies that culture has provided and to develop their ability to think. These are my educational passions ... that provide direction and remind me about what really counts in schools" (Eisner, 1991, pp. 136). Likewise, "We understand again why we became teachers in the first place. We see possibilities of a pedagogical relationship with children that inspires us, inviting or confirming our commitment to indirectly touch their (children's) lives through working with teachers" (Weber, 1985, p. 156). And finally, the theme of making a difference as reported in Weber, Kotre (1984) and Erickson (1963) supports in a similar way what I have called the theme of a definite view of teacher education.

Synthesis of the Discussion of Findings

From the stories about the careers of my three participants, I identified 10 categories which were common to the stories. These categories were: the role of professional others, connecting with academia, drifting into academia, serendipity, comfortable transitions, positive and rewarding careers, responsive research, community mindedness, role of personal partners, and a definite view of teacher education.

In many instances, the findings from my study were supported, to varying degrees, in the literature. In a few cases, there was a lack of agreement between what other research reported and what I presented as findings from this study. For example, I could not report any negative experiences or frustrations with university-based work in teacher education from my participants' stories whereas other researchers were able to report such experiences. Finally, in the case of a few of the other categories, I reported findings that were not dealt with (at least not in a direct sense) in other research. The following table provides a summary of the categories that I developed as related to the literature:

Table 2

Summary of Categories and Literature In Agreement or Not In Agreement

Category	Literature Supporting	Literature Not Supporting	New Contribution
Role of professional others	Ducharme (1993) Cembrowski (1997) Kram (1985) Noe (1988) Summers-Ewing (1994)		
Connecting with academia		Ducharme (1993) (Difficult teaching Experience)	xx
Drifting into academia	Weber (1985) Ducharme (1993)		xx

Table 2 (continued)

Summary of Categories and Literature In Agreement or Not In Agreement

Category	Literature Supporting	Literature Not Supporting	New Contribution
Serendipity	Weber (1985) Osipow (1983) (Accidental Theory)		xx
Comfortable transitions		Ducharme (1993)	xx
Positive and rewarding careers	Ducharme (1993) Beck (1957)	Ducharme (1993)	
Responsive research	Ducharme (1993) Weber (1985) Clifford & Guthrie (1988)		xx
Community mindedness			xx

Table 2 (continued)

Summary of Categories and Literature In Agreement or Not In Agreement

Category	Literature Supporting	Literature Not Supporting	New Contribution
Role of personal partners	Measor (1983) (Personal critical phases)		xx
Definite view of teacher education	Cuban (1991) Eisner (1991) Kotre (1984) Erickson (1963)		

Theoretical Statement - A Response to the Research Question

From the discussion of the 10 categories presented in this chapter, it is clear that while each person's career transition experience from being a classroom teacher to becoming a university-based teacher educator is individualized, I discovered a set of experiences that were common to the group of participants that I worked with in this study. Thus, I am able to present the following theoretical statement in response to my original research question, *what are the career experiences of some teachers who became university-based (professors of education) teacher educators?*

It is clear that there was no single experience or event that caused the educators in this study to make a career transition from teacher to professor. Instead, the career transitions were a result of multiple personal and professional experiences that occurred over time.

The role of personal and professional others was one of the most powerful experiences that the educators in this study had in moving from classroom to the academy. With respect to professional others, both formal and informal mentors played a key role in career transitions; many of the informal mentor relationships developed into what one might refer to as lifelong friendships.

In addition to the statements above regarding multiple experiences and the role of others, it is clear that a significant part of the educator's experience moving from teaching to the academy may simply be a result of being in the right place at the right time; what one might call serendipity. In addition to experiencing a number of serendipitous events, the educators in this study also presented certain personal characteristics which enabled them to move forward into what Dewey (1938) described "as places that otherwise may have been dead."

I found that each of the participants I worked with had an extraordinarily positive outlook on life which probably explains the overwhelmingly positive and rewarding careers that were experienced by each. This might also explain the lack of any suggestion of negative or frustrating experiences. Teaching and community oriented career experiences provided more reward than did the research experiences of the participants in this study. It should also be noted that the perspectives of those looking back at their

career transitions seemed to cast a very positive light on how the career transitions and experiences were reported.

Finally, even though the research question and interview guide were geared toward learning about the career transitions of classroom teachers who became university professors, the experiences told by the participants in this study could not separate experiences from when they were students in schools and university, from experiences that led them to become teachers, to the experiences of beginning teachers, and to becoming university-based teacher educators. Thus, my first point about multiple experiences rather than single events best explains the career transitions. However, what the participants in this study could clearly articulate based on their lives as educators was their view of what was important to them as teacher educators.

It could be argued that this study failed to recognize the role of organizational structure and culture on career transitions. In fact this role was considered and in some ways is embedded in the discussion of the role of professional others. However, I felt that including a separate discussion regarding organizational culture and structure was beyond the intent of the research question which was intended to explore and record people's experiences rather than organizational structure and culture.

By way of summary, the following illustration provides a conceptual framework indicating how the categories described above generally fit together and relate to one another:

Illustration 1

Conceptual Framework Illustrating Relationships Between Key Categories

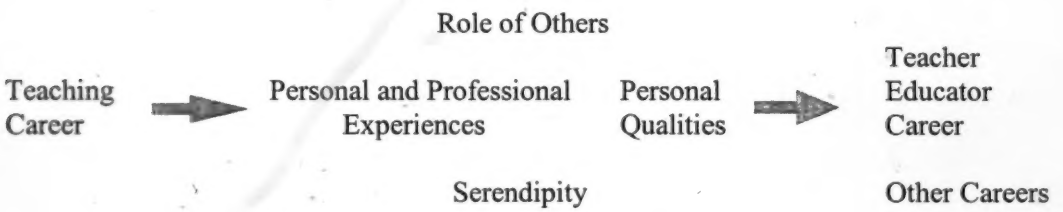

Illustration 1 presents the relationship between what I determined to be the key categories in this study as related to the career transitions of teachers to university-based teacher educators. While this chapter presented 10 categories in total, for the sake of summary, this conceptual framework combines many of the categories under the heading of personal and professional experiences.

It should be noted that a departure was made in terms of grounded theory where, if this study followed grounded theory completely, there could be a reduction in the number of categories. That is, one could have taken the 10 categories and reduced that number further into more general categories. While a reduction in the number of çategories was considered, I felt strongly that doing so would take away from the fact that I was able to clearly present 10 categories that were common to the participants's experiences. Thus, I decided to leave the 10 categories as presented in this chapter.

CHAPTER 7

Further Discussion, Conclusions, Recommendations, and Reflections

The preceding chapter dealt with a discussion of the findings as related to my research question. This is the final chapter of my dissertation and its intent is to share further insights that I gained from the study and includes further discussion along with some personal reflections about the research process. The reflections appear in the final part of this chapter. Prior to the reflections, a discussion of conclusions is presented, followed by a number of recommendations pertaining to educational research and practice.

Further Discussion

Social and Historical Context of the Participants

I was at times overwhelmed with what I learned from my participants about education – the nature of schools on the Canadian Prairies, the Alberta provincial department of education, and higher education – in the context of the times in which they experienced being classroom teachers, graduate students, and education professors. Scholars of life writing acknowledge the contextual element that accompanies biographical writing. "Heroes and heroines do not exist in isolation. Contexts exist in lives and contexts exist in beginning and ending the written biography per se." (Smith, 1998, p. 198). Each participant paid careful attention to ensuring they responded to my research question but they also carefully described times in education that I myself have not experienced. Such description could not be separated from the data that responded to

the research question. The following examples help to illustrate this point.

Up until I talked to John about his experience in becoming a teacher through the Saskatchewan Teachers' College, I was unsure that I really understood what preservice teacher education at that time involved. And while I have read references to teachers' colleges in Canada, talking with John about his teacher education experience provided me, and hopefully other readers, with a lived experience account of teacher education in a Teachers' College.

In many of my favorite pieces of Canadian fiction, the one-room school house been the focus of the story. I have observed similar portrayals in other media such as Canadian film and television. And while my own father spoke of his experiences as a non-English speaking student in a one-room school house, I am not sure I have ever talked to a teacher who had the experience of teaching in such a setting. John's story brought to life a subject and way of teaching that I had only read about.

Gordon's story about the effect of the "Sputnik scare" in the United States on science pre/inservice teacher education serves as another example of the point I am making about capturing a record of social and historical contexts of education through life writing. I had heard about Sputnik and barely had a vague notion of the scare it generated throughout North America. I had not realized the relationship between what was happening at that level to what was happening in science education at the time. It was through talking about how the "Sputnik scare" was one of the experiences that brought Gordon into inservice teacher education that I learned of the connection between what was happening at a global level and the immediate effect it had on curriculum and teacher

education.

The number of examples I could use to illustrate what I learned about the social and historical contexts of education during this period of time is beyond the scope of this study. What about the stories not yet told? The point I make here is that, given the method of the data collection I used in this study, the value of what was learned was so much richer than what I would have gained from other ways of collecting data.

Making Connections to other Research

I do not believe that we can entirely detach ourselves from the thinking of others when using methods such as grounded theory. To this point I have followed the advice of grounded theorists in that I have not made explicit reference to a particular theoretical or conceptual framework (other than those I created) in which this study could situate itself. It is true that in the development of the interview guide, I considered what the literature in social inquiry research refers to as theoretical sensitivity. In my case, theoretical sensitivity was based on my reading of studies of a similar nature as well as my own personal experience as a teacher, administrator, graduate student, and teacher educator. So far, I have not made explicit a particular conceptualization or theoretical framework other than my own for this study's interpretation. In fact, to truly follow a model of theory development such as grounded theory, I would not necessarily have to attach my findings and conclusions to anything other that the data from which it came.

However, I do not think it is possible to engage in a study involving interpretive social inquiry without having a conceptual or theoretical foundation – a way of understanding – whether it be explicit or hidden. Paul Valéry, (quoted in Smith, 1998, p.

200), shared my position and posed that "There is no theory that is not a fragment, carefully prepared of some autobiography. Are our theories simple extensions of our autobiographies? If so, what then becomes of social science?" As I near the end of writing about what I learned from this study, I feel a sense of *something missing* or a need to comment on how I came to understand what I learned from this study. A response to this need is a simple task as I have thought for many years, and more recently articulated publicly, about my beliefs regarding teaching and learning. From the early days of my undergraduate teacher education program (namely in the study of the history and sociology of education), to early years of teaching, through my years as a graduate student, and now to my work as a teacher educator, there is common thread that runs through my understanding of teaching and learning. This thread is one articulated best by John Dewey who I believe was one of the greatest thinkers in education.

I am not alone in using the work of Dewey as a foundation for understanding teaching and learning. Prominent scholars in teacher education such Clandinin and Connelly acknowledged the work of Dewey and built on his work to develop their own ideas about understanding teaching and learning. "Our work is strongly influenced by John Dewey, the preeminent thinker in education. Dewey addressed matters that we saw as central to our work, matters to which we continually return" (Clandinin & Connelly, 2000, p. 2). Scholars in others areas of educational research have drawn on Dewey's thinking in how they conceptualize their thinking. Popular discourse in educational leadership, such as the work of Linda Lambert and Roland Barth, draw heavily on the thinking of Dewey in the development of notions such as constructivist leadership, shared

leadership, and community of learners. Dewey's work has also greatly influenced the foundations of adult education particularly through the concept of experiential learning.

One of Dewey's best known works, and one that has been most theoretically useful to me, is entitled Experience and Education where "Dewey transforms a commonplace term, experience, in our educators' language into an inquiry term, and gives us a term that permits better understandings of educational life" (Clandinin & Connelly, 2000, p. 2) Key to Dewey's (and others') way of understanding teaching and learning is this notion of experience. It happens that throughout my study the word *experience* appeared frequently and consistently as a key word. In fact, the word *experience* is central to how I posed the research question.

In Experience and Education, Dewey (1938) wrote extensively about the relationship between human experience and education. While many of Dewey's theories served as a foundation for how I interpret teaching and learning (and also how I understand the world around me more generally), it is with particular reference to what Dewey articulated as his criteria of experience that served as a theoretical foundation upon which my interpretation of this study rested.

Interpreting experience – Dewey's criteria of experience.

Dewey's theory of experience and education suggested that "in assessing and determining experiences that are educative versus those that are not" (p. 28) there are criteria to be examined. Dewey referred to the two criteria as *Continuity* and *Interaction*.

Continuity of experience. "Dewey held that one criteria of experience is *continuity,* namely the notion that experiences grow out of other experiences, and

experiences lead to further experiences" (Clandinin & Connelly, 2000, p. 2). Dewey specifically suggested that all human experiences may be situated on what he referred to as the "experiential continuum" (1938, p. 33) where at end of the continuum a experience would be assessed as having little educative value and at the other, significant educative value. Understanding human experience on such a continuum illustrates the degree of growth an individual gains from experience. Dewey (pp. 37-38) described growth to include not only the physical but also intellectual and moral and specifically suggested that:

> Every experience influences, in some degree, the objective conditions under which further experiences are had. He thereby determines to some extent the environment in which he will act in the future. He has rendered himself more sensitive and responsive to certain conditions, and relatively immune to those things about him that would have been stimuli if he had made another choice. Every experience is a moving force. If an experience arouses curiosity it strengthens initiatives and sets up desires and purposes that are sufficiently intense to carry a person over dead places in the future.

Dewey's first criteria of experience is key to understanding how I interpreted what the participants in my study said and how I came to formulate and develop the categories. As applied to my study, I believe that much of what my participants articulated to be their experience in the transition of being a classroom teacher to becoming a university professor can been seen through this notion of continuity of experience. I suggest that the

experiences recorded by my participants, such as those I have labeled as categories the *connecting with academia, drifting into academia, serendipity, comfortable transitions*, would all be situated at the end of Dewey's *experiential continuum* which places the experience as highly significant, stimulating, raising much curiosity, valuable, and intensely growth-oriented. And while the experiences my participants had when they were school-aged students, undergraduate students, student teachers, and beginning teachers were of themselves significant, I take from their stories that such experiences – namely the degree to which they were as Dewey declared "a moving force" – were also key to how they encountered the experiences in returning to graduate school, *drifting into teacher education* and becoming a university professor.

Interaction. "There is a second chief principle for interpreting an experience and that is educational function and force" (1938, p.42). Dewey referred to this criteria as *Interaction*. From the discussion above regarding continuity of experience, one might be left with an impression that an individual interprets an experience on an internal level. However, Dewey was quick to point out that "Experience does not go on simply inside a person. It does go on there, for it influences the formation of attitudes of desire and purpose. But this is not the whole of the story. There are sources outside of an individual which give rise to experience" (pp. 39-40). Dewey made clear that the two were of equal value. Finally, Dewey explained that "Interaction is going on between an individual and objects and other persons and that an experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his environment" (p. 43).

In interpreting the stories of my participants, Dewey's notion of *interaction* offers much to how I came to many of the categories such as: *the role of others, the role of partners, community mindedness,* and *responsive research*. Evidence for these categories illustrates well this notion of interaction with the environment as a measure of the value and significance of an experience.

Not only did Dewey (1938) assess the two criteria of experience to be of equal value, he made clear that "continuity and interaction are not separate – they intercept and unite" (p. 44). Thus, Dewey concluded that "continuity and interaction in their active union with each other provide the measure of the educative significance and value of an experience" (p. 44). From the discussion of the findings as I have presented them, it would be erroneous to conclude that what I learned fits neatly into very delineated categories. Such was not the case and illustrates well an explanation for considerable overlap repetition between categories. The category of *Serendipity,* for example, blends and blurs together continuity and interaction.

Conclusions

As illustrated through the 10 categories, the statement of theory, and in the conceptual framework, this study concluded that there is no single experience or event that can account for the career transitions of classroom teachers who became university-based teacher educators. Instead, as one experiences teaching as a career, a multitude of professional and personal experiences have the effect of first causing the consideration of a return to university and later a departure from classroom teaching to become a university professor. The choice to become a university-based teacher educator seems not

to be a clear cut and deliberate decision. Instead, the transition occurs over time and in some ways, is not apparent to the person making the career transition until the transition is well underway.

The career transition from classroom teacher to education professor cannot be attributed solely to the educator alone. Instead, the role of others in both one's personal and professional lives has a significant influence on the transition from teacher to teacher educator. Within the context of the work of professor of education, it appears that the role of mentorship specifically has a significant place in understanding the transition from classroom teacher to university-based teacher educator.

While there are a number of experiences and other people that have a role in moving classroom teachers to work in the academy, this study concluded that there is something to be said about just being in the right place at the right time. This notion of serendipity, combined with certain personal characteristics such as a sense of adventure, positive attitude, or love of learning, was a significant finding in studying the career transitions of teachers who became university professors.

This study found that, once in the academy, teaching and an orientation to community service remained high in terms of how one experienced rewards and highlights of work in the academy. Research, on the other hand, seemed to bring the participants in this study less satisfaction in how they viewed their work. In fact, of all the components presented on the interview guide, talk of research generated the least discussion.

Finally, my choice of how to approach collecting data for this study seems to have

been an excellent one in that not only did it provide an overwhelming source of information but it also provided a highly satisfying process that drew together researcher and research participants. While resource intense, making use of biographical and personal lived experience accounts to better understand the work of educators provides both rich and in-depth sources of data and, at the same time, provides a detailed record of moments in educational history.

Recommendations

This study is complete and to begin its conclusion, I suggest that from what I have learned about the career transitions of teachers who became university professors, there are several recommendations for educational research, specifically for educational policy, leadership, teacher education, and higher education. The first set of recommendations is aimed at educational practice (including policy) and the second set is aimed at educational research.

Recommendations for Educational Practice

One of the most powerful reminders that emerged and consistently remained as I learned about the career experiences of the educators in my study was the role that others play in moving from teaching to work at a university. This study thrust me into thinking about my own experiences and how important others (personal and professional) have been in my own career transition from teacher to university professor. What is clear is the role formal and informal mentors can play in attracting teachers and graduate students to the academy and in the lives of beginning and experienced university professors. A major implication for educational research and leadership in higher education is the

recognition of the role of mentorship and how mentorship can be fostered and nurtured particularly in higher education. I acknowledge that mentorship relationships do exist in higher education; however, I recommend that much more attention be paid to supporting a system of mentorship for those considering and entering the academy. Likewise, I recommend that more experienced faculty, particularly those with an inclination to be good mentors, should be encouraged to be mentors and recognized for their work as mentors.

I was fascinated learning about the careers of the educators in my study. A great part of that fascination was my learning about people and places that I thought I knew so well. When I developed my research proposal I recall discussion of my perception of a need to record more educational history, particularly as told by educators. While I have been immersed in this study for well over a year, I continue to hear of things that have happened in higher education and education more generally that cause me to wonder why, other than in the form of policy statements and official minutes and proceedings, do we invest so few resources in the recording of educational history? Clearly, I learned things about education from this study that provided more than ample evidence in response to a research question. I learned a history of education set in the context in which these stories took place that I believe to be largely unrecorded. I believe we live in an era that does not take time to pass on educational history, particularly the histories of the people. I am suggesting that more resources be allocated to a type of scholarship that records educational history. As Dewey himself would admit, the past plays a significant role in the present and future. We can learn from our experiences and use what is learned to help

understand present conditions in education. We might even look at what our past experiences might tell us as a guide to our future in education.

At present I am most interested in scholarship that deals with issues in higher education. In particular, I am drawn to studies that investigate the lives of those who work in higher education, particularly leaders and administrators in higher education. As I set out to design this study, it was disappointing and frustrating to learn that relatively little is written on the topic of people who work in higher education. Weber (1985) made a similar observation regarding work on the lives of university-based teacher educators and I would speculate that not a great deal (Ducharme is an exception) has been written since. From this study, I observed what appeared to be a certain mystique, shyness, or modesty surrounding the discussion of one's own work in higher education. I recommend that researchers continue to add to the relatively little written about the lives of those who work in higher education and work toward continued dialogue about the nature of work in higher education.

Recommendations for Educational Research

As I conclude this study, I remain highly energized and passionate about what this study meant to me. Smith (1998) shared this excitement and described work of this nature to reveal "a strand of intellectual excitement approaching ecstasy" (p. 199). Part of this feeling I am sure comes from the pleasure I have derived from what I learned about the research question and from the process I engaged in. Many ideas I had long read and thought about, then proposed, came to life in this study. Many more ideas I had not read or thought about were revealed to me. Throughout the midst of many hours of work, joy, and wonder, I continually thought of other ideas for future study. This final part of study presents some of those ideas.

Throughout the discussion of my findings (what I learned from the participants) I often described what I observed about the perspective one brings to talking about career experiences when one is retired and speaking about career experience retrospectively. Namely, all of the stories told in this study were of an extremely positive nature. It is true that part of this recognition is owed to the personalities of the participants but it is must also be acknowledged as a reality of telling stories in retrospect. Yet when I read the experiences of the more current lives of teacher educators all was not quite as positive compared to what I learned. Thus, I recommend that a similar study with a group of participants who are men who have settled into academic careers but who are not close to retirement. Likewise, it would be valuable to conduct a similar study with a group of men who are at the early stages of their academic careers, perhaps just having obtained tenure. What I am suggesting is a similar group of studies be conducted with the same

sex of participants but to explore the groups at different stages of their careers.

At the time I proposed my study, I naively reported that I would like to work with both men and women in this study. Following the very good advice of my supervisory committee I did not. It is very clear to me, after having taken over a year to process the stories of the men who were the participants in this study, that their career transition experiences as men were probably very different than their female colleagues. I speculate that Measor's category of personal critical incidents in the lives of women educators takes a much different form than it does with men. Furthermore, I speculate that the role of others would take a much different form for women, especially considering that there were fewer women in faculties at the time when the participants in my study were first employed. As reported by Ducharme in the context of more recent times, women experience mentorship in very different ways than do men. Throughout the stories of my participants was the category of the role of personal others, namely the role of the participants' wives. However, the question does come up about whether or not the significance of this category is a reflection of the participants' career transitions or more of the general societal expectation of women particularly when the participants in my study were making the transition from teacher to professor. Thus, I recommend a study with a group of women who are recently retired Education professors. Subsequent studies as described above with different career stages of women could follow.

From this study, an uncertainty was raised by the participants about their research contributions. Similar questions regarding the research efforts of education faculty appear in the literature. Since the preparation of teachers moved to universities, teacher

education programs have been offered at major, research-based universities. However, over the past decade we have witnessed accredited teacher education programs offered at university colleges where there is a different balance in the work of faculty where they are mostly involved in undergraduate teaching. Many are not required to engage in any research activity as a part of their academic work. In an effort to further understand the work of university-based teacher educators, namely the role of research in their work, I recommend a study of a similar nature be conducted with participants from a smaller, nonresearch-based teacher education program.

Throughout the stories of my participants was the common theme of much enjoyment of teaching, a student-centred approach to the work of the participants, and an overall sense of wanting to make a difference by working with people. This should be no surprise as the same theme would like occur in a study involving the decision making process of becoming a teacher. Moving back to research-based universities, it would be interesting to conduct a set of studies which would investigate the careers of faculty in other disciplines such as Science or Arts. I have long speculated that faculty in the humanities and sciences experience their careers in ways very different from teacher educators. For example, I believe that graduate students in disciplines in Arts or Science move much more quickly to doctoral work with little or no work experience especially in a professional capacity. Thus, my guess has been that individuals who move to academia in disciplines not associated with a particular profession do so at a younger age and at a earlier stage of one's work life. Likewise, I recommend a study that would involve participants from other professional faculties such as law, engineering, and disciplines

within the health sciences where it is often the case that faculty work as members of the profession prior to making a career transition to the academy.

To extend the literature on the lives of teacher educators, I recommend that future study be aimed at investigating the career experiences of school-based teacher educators. While it would be with the understanding that these people are content to remain as teachers in schools, experience tells me they are nonetheless dedicated and essential to preservice teacher education. Such insight would be of particular value to places of teacher education that seek a better understanding for what motivates teachers to become involved in teacher education programs. Still in the context of schools, it would be very interesting to conduct a study which investigated the experiences of teachers who engaged in doctoral work, considered a transition to university-based teacher education, but chose to return to work in schools. Again, I have long considered this question and have a number of speculations as to why this occurs. It would be interesting to me and faculties of Education to gain insight into such a question. Research focused on the careers of teacher educators who remain at the school level would also further reveal insight into the role of serendipity and personal characteristics.

The list of recommendations for educational research could far exceed the expectation of what is required for a dissertation. Not quite to the point of Smith called *"ecstasy"*, I remain energized not only by sharing this study I now conclude, but also about the possibility of engaging in a program of studies such as those suggested above.

Learning From The Research Process: Personal Reflections

I learned a great deal about research and in particular, discovered a research process that I really enjoyed and am comfortable with. I want to use the approach in future research (and perhaps other life) experiences. I have confirmed my interest in, and preference for, personal experience research methods. Long ago I became interested in the idea of learning from people's experiences, long before I knew of the various terms (personal experience methods, life writing, narrative inquiry, or biography) which could describe my interest. I compare this discovery to my still vivid and haunting memory of seeing a crumpled and trashed questionnaire from my Master's study on my way home from work; or an experience I had as a research assistant telephoning professors asking if they would like to participate in a study where some never returned calls, some returned calls and were pleasant but said no, others were not so pleasant, and only a few agreed to participate.

From readers of this study I might be the subject of criticism in that my selection of participants appeared to be too comfortable. However, I can assure others that the decisions about where to conduct the study and who the participants would be were not easy ones to make. I hesitated greatly about working at a place that was so familiar to me. In fact, my eventual place of study was not my first choice. I had grand plans to take time to work with participants at another university or from a number of universities. However, I followed Ducharme's recommendation to work at a single university. It was reasons of finance and personal commitments that governed my choice to conduct the study at a place I thought I knew so well. Once I began collecting the data I realized

something very important – the stories that were being told seemed to have taken place somewhere I did not know that well.

I discovered quickly that asking people I knew well to participate was not easy. Looking back, I am not sure what is less stressful – mailing invitations to participate or placing relatively anonymous phone calls to strangers asking them to participate, or asking someone you know very well to participate in your own study. I found the latter to be especially challenging. It took much courage and I became quite nervous about asking each of the participants about his willingness to participate in my study. I wanted to remain at the current level of relationship with each and in no way wanted my asking them to participate to change our relationship. Furthermore, given the relationship I had with each participant, I in no way wanted them to feel any pressure to participate.

I observed that when it came to working with participants I knew well, there was an added curiosity about people's lives before I came to know them. What were these accomplished professors like as beginning classroom teachers and graduate students? There was also the added incentive to work exceptionally hard at making the story and process valuable for all involved in the study.

Each of the participants freely and willingly agreed to become a part of the study but I observed they all offered the same caution – each man seemed to wonder what he might have to say about a study dealing with the lives of teacher educators. It appeared that while each found the question very interesting and worthy of study, each cautioned that he was not sure what he might have to contribute. Each in fact had a great deal to contribute to the study.

Another interesting observation was that each of the participants indicated that my research question was good. Moreover, while each participant had experienced what we would agree to be a rewarding and successful lifelong career as an educator, each admitted that this was the first time he had actually thought about what had happened in terms of career transitions.

As I worked toward finishing each of the stories and drew that part of the research process to its conclusion, each of the participants commented on how much he had enjoyed the process. And while each had previously offered a caution about what he might be able to contribute to the study, my sense was that the participants knew what they had contributed. Furthermore, I sensed that while each of the participants had indicated that his story had been told, there seemed to be a desire to stay connected with the study. Despite my frequent raising of the point about how one's perspective might generally be more positive when looking back at one's career, each of the participants indicated that this was a good time to consider the question. Not only did they have the time to contribute to the study, they also seemed to have the interest and perhaps courage to look carefully at what had transpired during their lives as educators.

Getting over my sense of nervousness about asking people to participate in my study was next to no challenge compared to the tasks of collecting the data, writing the stories, and deciding what to do with what I had learned. I had no idea of how much time would be involved in terms of transcribing the interviews and then working interview transcriptions into stories. The process of taking others' words and working them into a story remains the greatest challenge I encountered in this study. I am not alone in this

challenge. Virginia Woolf in Smith (1998, p. 199) once wrote that "Writing lives is the devil." Smith (1998) stated that "the problems of the craft of biography are messy." (p. 199). Yet, I remain very interested in writing of this nature.

Working with the data was only slightly less challenging. Even though I worked with a very small number of participants, the analysis of data from in-depth and rich sources, such as that from people's life stories, proved to be another major challenge. Identifying the first few categories and providing the supporting discussion for each was relatively easy. However, as I moved to the later categories decisions had to be made as to whether or not a category should stand by itself or be a part of another category.

From this study, I gained first hand experience with what so many others have cautioned about research biases, trying not to make too much use of other literature and conceptual frameworks, and using an audit trail and auditor. Particularly during the coding process and while establishing concepts and categories, I found myself drawn to what I thought (from literature and my own experience) should be labels for concepts and categories. Conversely, there were times when I could not locate evidence of concepts or categories that I thought should have been present. In those cases I immediately became suspicious of untold stories. The lack of evidence on what I thought should be said about frustrations or disenchantment with academic life serves as one example.

I found that keeping a written record of thoughts and challenges, and using other studies and literature sparingly, to be particularly helpful. Additionally the assistance of a person one might refer to as an auditor helped me to keep a distance from what I had read about and experienced myself as an educator. My particular choice of auditor was

familiar with the context of higher education but not specifically to teacher education or educational research. The auditor's objectivity was valuable as I worked through this particular set of challenges.

Another challenge that emerged during the data analysis process had to do with categories or concepts that one could argue emerged from the data but really said nothing in relation to the research question. For example, all three of the participants in my study had a connection with sports which was brought out clearly during the interviews and, to a lesser extent, in the written accounts I constructed. However, while the participants' love of sports was explicit in the data, there is no mention of sports in the discussion of the findings as it provided little or no relationship to the research question.

I may not be able to assure the confidentiality of my participants and wish to share some interesting observations. At the time of proposing this study and in identifying the participants I knew it was important that the people I worked with would not be identified in any way; original Letters of Consent assured this. As I worked with my first participant I remained true to this. Thus, Jon provided a name that he chose to be used in his story. I asked the second participant to do the same but when the story was told and the question was asked, John said something very interesting to me along the following lines, "I am not concerned about the use of my real name in the story. After all, it is my story. Let's use John." By the time I came to the third participant, I asked the same question. It seemed that Gordon was also less concerned with being identified and chose to have his own name used in his story. While I have not asked the question again, something tells me that if I gave Jon the choice, he too would have preferred his own

name in his story. Thus, I was presented with the dilemma of following the desire of my participants versus following what I had promised at the time of my proposal. Following a degree of personal agony and much discussion with my supervisor, we decided to return to the University Ethics approval process and the revised Ethics Application was approved. In addition to the use of the participants' names, many other names appear in each story. This too presented a dilemma in terms of ethics. Many discussions about the use of other names in the stories took place with my advisor. He in turn sought the advice of the ethics contact in the Department as well as the advice of the Associate Dean of Research in the Faculty of Education. Upon careful consideration, all agreed that the inclusion of the names in the stories in no way brought harm to those named. The use of the guideline of not bringing harm to an individual fit within the University ethics protocol.

I end here looking back on this research experience and looking forward to many more, including my own career transition as I become a university professor.

We live life in one direction

We understand it in the other

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APPENDIX A

INTERVIEW GUIDE

Demographic Data collected for each member of the Respondent Group

When did you begin teaching school?

How long did you teach for?

When did you do your graduate work?

In what area did you do your graduate work?

When did you begin teaching at a university?

For how long did you teach at a university?

At what universities have you taught?

When did you retire from teaching at a university?

Interview Guide
Part 1: Becoming a Teacher

For the first part of this conversation I would like you to talk about becoming a teacher. As a guide, I have included some points below that may be helpful for our conversation. I would like you to talk about these and other points you can think of related to your experience of becoming a teacher.

Becoming a Teacher

- decided when
- other career choices
- reasons for becoming a teacher
- influences
- events
- factors
- personal traits
- teacher education experiences (when you were an undergraduate)
- beginning teaching
- teaching experiences (other than university teaching)
- joys/highlights (other than university teaching)
- challenges (other than university teaching)
- frustrations/concerns (other than university teaching)

Interview Guide
Part 2: Leaving Teaching and Considering Teacher Education

For this part of the conversation, I would like you to talk about your experiences when you considered leaving teaching and moved to teacher education. Again I have listed some ideas below that you may use as a guide.

Leaving Teaching and Considering Teacher Education

- considering leaving teaching
- decided when
- decision making process
- reasons for leaving teaching
- experiences with teacher education
- factors
- events
- influences
- graduate work
- transition from teaching to teacher education

Interview Guide
Part 3: Becoming a Teacher Educator

For this part of the conversation, I would like you to talk about your experiences in becoming a teacher educator at a university. The ideas listed below might be helpful to you in thinking about this part of the conversation.

Becoming a Teacher Educator

- attraction
- reasons
- transitions
- getting your first academic position
- positive aspects/gains
- negative aspects/sacrifices
- implications
- motivation

Interview Guide
Part 4: Being a Teacher Educator

For the final part of our conversation, I would like you to talk about being a teacher educator at a university. The points below could serve as a guide to our conversation and are not meant to limit what you have to say.

Being a Teacher Educator

- remaining in teacher education
- connections you made
- transitions
- significant events
- influences
- similarities to being a teacher
- differences to being a teacher
- joys/satisfaction
- drawbacks/frustration
- roles of teaching, research, community service
- appointments and special projects you were involved with
- why you stayed
- ways you stay connected with the university

Is there anything else that you would like to tell me that relates to this research project?

APPENDIX B

LETTER OF INVITATION TO PARTICIPATE
AND
VOLUNTARY CONSENT FORM